MED Athletics/Activities Program Review 2020

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Program Review 2020-2021

Master of Education in Athletics/Activities Administration

Program Profile

History

Start with the history of the program at WWU. Discuss relevant trends and issues dealing with the program and the institution. If a program has one or more concentrations, each concentration should be discussed separately. (300 words or less)

The Master in Education - Athletics/Activities idea originated from the Athletic Director of WWU at the time, Larry York. The idea was then developed with the assistance of local education professionals. The original committee for the program was Deedee Schlicting, Chair; Dr. Jerry Burbes CAA, Retired AD from Francis Howell School District; Jim Gagen CMAA Retired AD from Rockwood School District, Charles Lind, Retired AD from Mexico School District, Jack Mile Retired Ex Director of MSHSAA, and Hap Whitney Retired from Columbia Public Schools. The committee first met in 2005 -2006 to determine curriculum needed to meet the needs of secondary school athletic administrators. At the time, WWU would become only the second school with a Masters in Athletic Administration program. Ohio University was the first. William Woods was the only program following the cohort model designed to take the course work directly to schools. WWU used the Leadership Training Program to help determine individual courses and for materials to use for the courses. Once the program was approved Jerry Burbes and Jim Gagen were named Regional Program Coordinators. Deedee and Jim wrote most of the syllabi for the individual courses. The Field Experiences were similar to the field experiences of the MED in Administration Program.

The first cohort met in Columbia MO, the second in St. Louis at Webster Grove and the third at Jefferson City.

When Vince Paillilo was named to lead the Graduate Program, the program began the process of syllabi revision and WWU contacted the NIAAA to attempt to get the students credit for the educational requirements of their certification program. In conjunction with Bruce Whitehead at the NIAAA, the university was successful at aligning the curriculum with the NIAAA standards and were able to download the NIAAA books to the William Woods website to make coordinating our syllabus much easier.

The university made the decision to transition the program to an online only model in XXX. This transition impacted enrollment, as noted on the program demographics worksheet, but the program has bounced back from the initial drop and is actually growing as it moves forward. One of the complications of this program with the on-ground format was the required attendance for each course, as the students in this program are coaches and they have responsibilities for games and practices that do not always fall in a routine calendar. Several students would struggle to meet the one missed class policy due to responsibilities that would come up with their school districts. The transition to an online format for this program, while negative at first, sems to meet an additional need for this population of teachers as it is easier to fit into their busy schedules. As noted below in the Student Demographic Reflection, there is only one remaining on ground cohort at the time of this report.

Program Mission

Provide the mission of the program and describe how the program supports the university mission. Discuss the philosophy or purpose of your program, how the program relates to the mission, vision and goals of the University.

The Mission Statement of the University is: William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.

The Master of Education degree program in Athletic/Activities Administration is intended to provide the student with the advanced skills necessary for effective administration of athletic and activity programs on the interscholastic and intercollegiate levels. Only one of a handful of such programs offered in the nation, this unique degree examines all levels: middle school through collegiate. The student will develop these skills: formulating effective practices involving program management; recruiting of athletes, coaches and officials; time management; maintaining amateurism; sports law;

facilities management and scheduling; fiscal management; and public relations and marketing of the athletics/activities program. The program is designed to prepare the student for national certification as an athletic/activities administrator on the secondary and/or intercollegiate levels.

Student Demographics

Student Demographic Reflection
Include any additional demographic information used by the program here. Also provide a longitudinal review of program demographic data. What are the trends in the enrollment as well as retention/graduation data. What strategies has the program used in the past 5 years to maintain/improve these numbers?

The chart is attached below. The cohorts have gradually faded out, having only one that will be finalized this year. We have declined over the five-year overview, but increased again this past year.

As far as the retention strategies used over the past five years, I am uncertain. I have just completed my first year in this role and will seek out ways to at least maintain where we are currently. One thought, is to continue to look at curriculum, keeping it up to date and relevant. I seek opinions from adjuncts as they navigate through their courses, for anything that seems outdated. I also, diligently look through the course evaluations and review what students are saying about the program.

Students are led through the program through one academic adviser in the hopes that the consistency of contact assist with the navigation of the program. The program also has a steady group of part time faculty who teach the courses, providing consistency in the curriculum and assurance that the faculty are qualified and connected to the institution. The alignment with the NIAAA is also a retention strategy used by the program as it is one of a few programs aligned to the National standards. This is a benefit for students in the program as they are better prepared for certification upon completion of the program at WWU.

William Woods University													
Assessment Data													
Program: Education Athletics-Activities Administration													
		Academic Year											
		10/11	**11/12**	**12/13**	**13/14**	**14/15**	**15/16**	**16/17**	**17-18**	**18-19**	**19/20**	**20/21**	
Declared Majors	Incoming Students[1]	0	0	24	26	3	19	12	41	24	18	18	
(As of fall census)	Total	81	119	102	62	49	59	91	124	90	75	82	1.23%
	Graduate Enrollment	1,426	1,301	1,206	1,125	1,025	1,171	1,103	1,403	1,367	1280	1232	-13.60%
Number of Cohorts		11	18	13	7	5	6	7					
Graduated Majors													
(9/1-8/30)		68	69	69	36	9	31	32	97	49	47		
		Cohort Year											
Graduation Rate:[2]		**07/08**	**08/09**	**09/10**	**10/11**	**11/12**	**12/13**	**13/14**	**14/15**	**15/16**	**16/17**	**17/18**	
Graduate College		90.7%	94.2%	94.5%	88.1%	89.5%	91.1%	86.50%	81%	61.70%	80.60%	54.80%	
Program		88.7%	92.6%	92.0%	94.3%	92.3%	94.1%	92.90%	100%	67%	76.50%	61%	
[1] = students new to the program in the fall semester													
[2]= % of students graduating or obtaining a certificate from program within 3 years, students													
earning more than one degree are excluded from the analysis													

Concentrations
Create a chart that provides the student enrollment in program concentrations. Make a column for each year and a row for each concentration for the identified academic years.

NA

Reflection on Program Enrollment Data
Clearly describe the approach of the program maintain or improve student retention and graduation rates. Does the program have an active plan on retention of current students? if so, specificy the details of the plan.

Review of the enrollment data shows that online courses were first introduced to the curriculum back in 2016. This allowed for more flexibility for students who were coaches in a specific season to alter their curriculum to meet the attendance and academic needs. Many students used this option for that purpose in the beginning of the online offerings. The transition to a fully online curriculum will be complete with the completion of this last cohort in May 2021. It was often the case that the on-ground cohorts would move forward with a minimum of 5 students in a cohort, but with attrition and scheduling, this number was not sustainable. With cohorts set around the state, students could not travel and combine cohorts very easily. The transition to online courses has allowed the groups to run with 7-25 students in them and in turn provide a stronger academic environment. The ability to have stronger conversations and learn from more peers was exponentially increased with the transition to an online model. The majority of the on-ground cohort courses ran with less than 30% capacity enrollment. Setting a cap of 25 for those classes is not rational, but with the classes online, the majority of classes are at 60% or higher capacity. This is beneficial to the student as well as the university.

Additional Program Resources
If your program has any additional syllabi, handbooks, policies that would be beneficial to an external reviewer and the academic council, please upload here.
MEA_Additional_Program_Information.docx

Advising
Please describe the advising load, including the average number of advisees for each faculty member within the program. What strategies do program faculty use to achieve successful degree completion and graduation success? How is advising managed by the program faculty?

Advising is a critical role to ensure students successfully complete their degree in less than two years. Sarah Hamilton is the Academic Advisor for Online Students. She advises students on their next steps for courses, following the created Degree Completion Plan. Sarah reaches out to students in support of continuing their plan of completion. She supports Adjuncts that have "no shows", as far as weekly work, not being completed. Sarah is one more step, beyond the adjunct professor, to reach out to our students.

Internship & Placement

Student Internship Demographics
Use the attached chart or fill in your own data on the students completing an internship during the 5-year timeframe.

N/A

Internship Data Upload
If you did not use the above text box for the internship data, please upload your data here.

Internship Placements
What placements outside of the university are used for internship/practicum/student teaching/clinical experience?

N/A

Graduate Placement Data

Employment in Field

What types of positions are considered relevant to the "Field" of study with this program? Please define what it means for students to be employed 'within the field' of the professional discipline

Positions in this field would not only be High School Activities Administrators, but also could be involved with Sports Management of various sorts. This could include but not limited to positions in Coaching (this is our large population), Directors of Sporting Events, Sports Information Directors, Assistant Activities Administrators, YMCA, Boys and Girls Clubs.

Many students are still involved with coaching and are not ready to leave this position. Students who participate in this program are interested in receiving their degree in a program that is sports related, to gain a better understanding of their current work. Completion of the masters benefits the salary structures for many of the students as well. They want a master's degree in order to move up the. pay scale and they are sports minded individuals, so this is the most appropriate fit for what they want to do. The program supports them in many aspects of their daily coaching duties and with their increased knowledge of the field professionally, they are better coaches for it.

Graduate Placement Data
Please upload your data in the chart provided, either as an attachment or in the text box as a screenshot.

An action item to explore would be to survey graduates of the program to find out if they have changed careers due to this degree or have maintained in their current role. Through the many years of being involved as an Adjunct in this program, I have found that we have a large number of students that were happy in their current role coaching and was not ready to make the move. Many have stated too, that they wanted to move across their district PayScale so that they do not get bottomed out.

Graduate Placement Data
Please upload your demographic data on program graduates.

Program Curriculum

Curriculum: Rotation
Review enrollment trends by course. Are there particular courses that are not meeting enrollment goals?

I have worked with our Online and Graduate Advisor to maintain a rotation of courses that would best fit sequencing for student success. However, what is optimal does not always apply, as we have students that start the program in a different course, based on what is offered that term.

The curriculum requirement is to take our EDU521 course within the first two terms, with the first term being recommended. This again, depends upon when the student begins. The EDU509 course must be their final course. The other 10 courses must be completed before enrollment in this Capstone course. This change was approved with in the Fall 2020 semester, to support the completion of Field Experience hours that are required for EDU509.

Ideally, it would be best to have 8-18 students in a course. Having more than that makes it very difficult to have rich dialogue with each and every student. While it can, and has been managed beyond the 18 by our adjuncts, it just does not seem a personable. Overall, I believe we have very good sequencing with courses. The number of students since I have been in this role has been as few as five and at the maximum the University allows, which is 25.

Curriculum: Delivery Mode
Does online enrollment impact campus enrollment? Is there a notable difference in enrolment between online and campus classes, where one is regularly more full than the other?

The MEA Program is currently hosting the last on ground cohort and will be finished in June 2021. Beyond this cohort, all other students are involved with the Online Program. While initially the program was impacted by enrollment early on in this transition, we are seeing growth in numbers once again. The online platform is proving to be successful for our

current educators, as they wear many hats as teachers, coaches, sponsors. This allows them the flexibility to work when they can and have time.

Curriculum: Revision

Explain any curricular revisions made since the lst Program Review. What prompted the changes to curriculum? Were the changes prompted by student learning and assessment data or personnel changes? Did the curriculum changes produce the desired outcomes?

Since January 2020:

EDU 544 has been completely revised to reflect current technology and terminology. A new course title, course description and course assignments have been changed and updated. Minor revision has occurred in all courses, as well. Updates to the NIAAA Manual curriculum, leads WWU to update curriculum, as well.

EDU 521 also required major revision in the coursework this school year. Again, this is due to NIAAA curriculum in an LTC Manual that has been updated.

All other courses have had minimal changes, based on NIAAA Manual updates.

Curriculum: Shared Curriculum

List program courses that are required by other academic programs or that are cross-listed with other academic programs. How do these courses impact the program (ie: increased class size/need for faculty overloads to teach additional sections, ect? How often is the shared course offered? Has the rotation changed for shared classes?

N/A

Curriculum Enrollment

Attach the Curriculum enrollment for all program courses.

		2015 Fall	2016 Spring	2016 Summer	2016 Fall	2017 Spring	2017 Summer	2017 Fall	2018 Spring	2018 Summer	2018 Fall	2019 Spring	2019 Summer	2019 Fall	2020 Spring	2020 Summer
EDU 503	Sports Law	6/25	NA	26/75	9/25	NA	4/25	NA	6/25	12/50	NA	NA	4/25	NA	NA	6/25
EDU 503 OLC	Sports Law	N/A	NA	11/25	12/25	27/25	19/25	22/25	17/25	17/25	6/25	5/25	24/25	19/25	5/25	11/25
EDU 508	Prct Asp Ath Ad	7/25	16/25	8/25	6/25	21/50	13/50	NA	NA	NA	13/25	5/25	7/25	NA	6/25	5/25
EDU 508 OLC	Prct Asp Ath Ad	N/A	NA	2/25	4/25	13/25	19/25	20/25	25/50	16/25	NA	14/25	12/25	18/25	7/25	NA
EDU 521	Intrsch/col Ath	26/75	9/25	NA	9/25	NA	NA	13/50	NA	NA	8/25	NA	NA	7/25	NA	NA
EDU 521 OLC	Intrsch/col Ath	4/25	14/25	12/25	24/50	38/75	15/25	25/50	9/25	17/50	18/50	7/25	8/25	19/25	14/25	19/25
EDU 523	Supvs Ath Prog	6/26	23/50	14/50	NA	6/25	NA	NA	8/25	7/25	NA	NA	NA	NA	NA	NA
EDU 523 OLC	Supvs Ath Prog	NA	NA	14/25	5/25	9/25	23/50	17/25	27/50	23/25	2/25	22/25	9/25	4/25	16/25	10/25
EDU 524	Curr Iss- Athl	25/50	6/25	NA	26/75	9/25	NA	6/25	NA	NA	14/50	NA	NA	6/25	NA	NA
EDU 524 OLC	Curr Iss- Athl	NA	2/25	4/25	10/25	25/25	28/50	15/25	8/25	10/25	17/25	12/25	16/25	NA	12/25	25/25
EDU 525	Found Edu Admi	47/175	88/275	57/175	88/250	58/200	58/175	59/150	102/300	45/175	57/200	69/225	29/125	32/100	6/25	NA
EDU 525 OLC	Found Edu Admi	NA	3/25	12/25	14/25	15/25	12/25	8/25	27/50	24/25	9/25	15/25	21/25	16/25	20/25	17/25
EDU 526	Ath Ad:Dev Chai	16/25	9/25	6/25	21/50	15/50	NA	6/25	NA	NA	7/25	7/25	NA	6/25	NA	NA
EDU 526 OLC	Ath Ad:Dev Chai	NA	NA	11/25	7/25	11/25	24/25	20/25	10/25	14/25	14/25	11/25	13/25	17/25	19/25	11/25
EDU 527	Athl Prog Promo	9/25	6/26	21/50	14/50	NA	3/25	NA	NA	4/25	7/25	NA	4/25	NA	NA	6/25
EDU 527 OLC	Athl Prog Promo	NA	NA	6/25	11/25	9/25	30/50	17/25	20/25	18/25	12/25	7/25	12/25	10/25	7/25	11/25
EDU 528	FiNAnc Ath Prog	7/25	25/50	6/25	NA	26/75	9/25	NA	6/25	NA	NA	13/50	NA	NA	6/25	NA
EDU 528 OLC	FiNAnc Ath Prog	NA	NA	NA	7/25	14/25	16/25	24/25	24/50	12/25	12/25	15/25	6/25	7/25	16/25	6/25

Program Checklist
Attach the Program checklist from the most recent Academic Catalog

MED Athletics /Activities
Academic Catalog 2019-2020

Core Credits: 33.00

Course #	Course Title
EDU 503	Sports Law
EDU 508	Practical Aspects of Athletic/Activities Administration
EDU 509	Athletic Admin Field Experiences
EDU 521	Introduction to Interscholastic/Intercollegiate Athletics/Activities Administration
EDU 523	Supervision of the Athletics/Activities Program
EDU 524	Current Issues/Common Challenges in Athletics/Activities Administration
EDU 525	Foundations of Educational Administration
EDU 526	Athletics/Activities Administration: Developing Character & Citizenship
EDU 527	Athletics/Activities Program Promotion
EDU 528	Financing the Athletics/Activities Program

Software Applications Elective - 3 Credits
You may take any of the following courses to fulfill the requirements for Software Applications Elective - 3 Credits

Minimum Required Hours: 3.00

Course #	Course Title
EDU 522	Software Applications for the Athletics/Activities Program Environment
EDU 544	Software Applications in the Athletic/Activities Environment

Course Description
Upload program course descriptions from the most current Academic Catalog.

MED Athletics/Activities

EDU 503 - Sports Law
This course will focus on laws, rules and regulations for sports and sporting competitions and related activities. Middle school to intercollegiate athletics and activities programs will be examined in relation to their embedded risk management, human resources, safety standards, compliance to the Americans with Disabilities Act, Title IX, student dress codes, conduct codes; plus, embedded issues related to sexual harassment, hazing, drug testing and scholarship of athletic/activities program participants. Credit Hours: 3.00

EDU 508 - Practical Aspects of Athletic/Activities Administration
Meeting participant eligibility standards, maintaining amateurism status, institutional contracts

and planning for athletics contests, and the development of student athlete and coaching manuals will be covered through practical application activities in this course. Other applications include scheduling, delegation of tasks, conflict resolution and procurement of equipment and personnel. A major, final project will be the development of a comprehensive tournament plan or major activity event/conference plan (e.g., sport competition at the district or regional/state level, conference breakouts and workshops). Credit Hours: 3.00

EDU 509 - Athletic Admin Field Experiences
This capstone course for the program will require completion of 110 hours of clinical field experiences in the form of a student internship, a program professional portfolio in electronic format and a comprehensive athletics/activities administrator manual. All three culminating projects will be required to be submitted for evaluation as a graduation requirement. A review for the CCA (Certified Athletic Administrator) examination will also be included in this course for students who desire this optional national certification after completion of this program. Credit Hours: 3.00

EDU 521 - Introduction to Interscholastic/Intercollegiate Athletics/Activities Administration
This course will examine the philosophical and organizational approaches to various athletic and activity programs; ranging from those starting at the middle school level to intercollegiate programs. Topics will include organizational structures, program budgeting, communications and leadership techniques. This course will also focus on organizational rules, services and membership of athletics associations such as the NCAA, the NAIA and the National Federation of State High School Activities Associations. Credit Hours: 3.00

EDU 523 - Supervision of the Athletics/Activities Program
This course will explore all facets of the athletics/activities supervision process as it pertains to managing and maintaining facilities; evaluating coaches and support staff; supervising and managing athletic contests, including techniques of spectator management. Credit Hours: 3.00

EDU 524 - Current Issues/Common Challenges in Athletics/Activities Administration
This course will provide athletics/activities' directors with a broad understanding and better perception of current issues and common challenges they will face in the local and state educational community, as well as those evolving issues on the national and global levels. These include gender equity, emergency/crisis planning as well as issues regarding co-curricular and extra-curricular activities. Credit Hours: 3.00

EDU 525 - Foundations of Educational Administration
This course is designed to offer prospective school leaders a balanced approach to the study of educational administration. The course examines the theoretical foundations of school organization and explores the multidimensional roles of the school administrator as educator, leader, manager, and reflective practitioner.
Course content focuses on fundamental organizational principles; leadership and decision-making; local school district culture and communication; policy and governance, human resource management; and the values and ethics of school leadership.
In learning content, heavy emphasis is placed on collaboration and problem-solving using cases or vignettes. The cases and vignettes were developed to enhance the ability of students preparing for school leadership positions to encounter new situations in educational administration, assess relevant factors, and decide on effective courses of action. Credit Hours: 3.00

EDU 526 - Athletics/Activities Administration: Developing Character & Citizenship
This course will aid the athletics/activities administrator in building positive character and citizenship traits for participants in athletics and activities programs. Course content will focus on developing the traits of respect, responsibility, trustworthiness, integrity, sportsmanship, collaboration and fairness. In addition, issues on student motivation, cheating and characteristics of adolescent behavior will be examined. Credit Hours: 3.00

EDU 527 - Athletics/Activities Program Promotion
This course will focus on how to share the vision and mission of the program with future

participants and community stakeholders. The course will emphasize developing positive relations with the public, speaking in public, communicating with various public media and raising money using fund development methods. Learners will also examine how to encourage community and student involvement with the program. Credit Hours: 3.00

EDU 528 - Financing the Athletics/Activities Program
This course will involve the study of department/school finance, program budgeting, profit/loss formulas, bookkeeping, bidding processing for equipment and services procurement, plus the basics of contractual agreements and compensation for officials. Credit Hours: 3.00

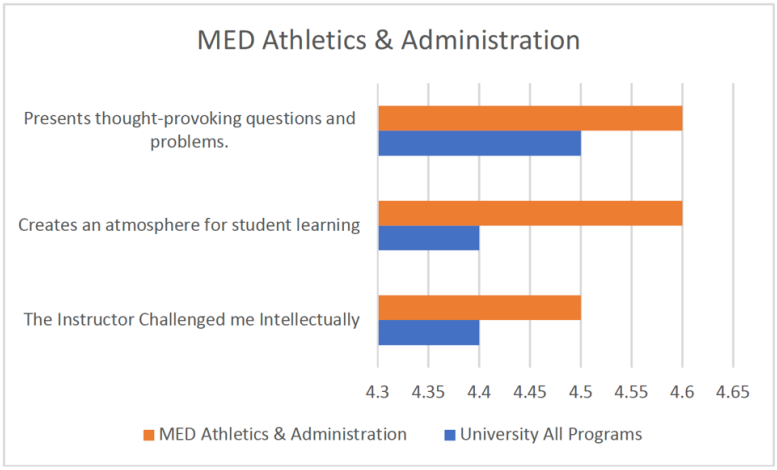
EDU 522 - Software Applications for the Athletics/Activities Program Environment
Practical applications using software will be taught; including how to use word processing, electronic spreadsheets, databases and the worldwide web to increase the efficiency and completion quality of normal administrative tasks. Students will be required to have Internet and specific software access (Microsoft OfficeTM-ExcelTM, Power PointTM and WordTM) to complete this online course using a personal computer. Credit Hours: 3.00

EDU 544 - Software Applications in the Athletic/Activities Environment
This course will focus on the practical application of available software, web apps, and mobile apps within the athletic/activities environment. Students will investigate available web based and online tools to support program administration and provide efficiency within various programs, consider available productivity tools to support program administration, gain experience using software applications to enhance functionality and skill development within athletic/activities programs, identify ways that collaboration can enhance the athletic/activities environment, and gain an understanding of how mobile apps can be leveraged to provide support for such programs. Access to a mobile device such as a tablet or smartphone and an applications package such as MS Office (Word, Excel, PowerPoint) or Mac productivity software (Pages, Numbers, Key Note) will be necessary for maximum benefit from the course. Credit Hours: 3.00

Summary of Teaching Effectiveness
This data is compiled by the Office of Institutional Research and is comprised of End of Course evaluation responses of students. The data is comprised of the responses from Q8 "creates an atmosphere for student learning", Q16 "sets high expectations for learning, and Q22 "instructor challenges me intellectually".

MED Athletics & Administration: Summary of Teaching Effectiveness

Course Evaluation Summary:



Sample:

N=195 63.3% Response Rate

This data is representative of courses listed on the program checklist. Data from online courses represented in the program begin Academic year 2019-2020 after EOC alignment was created. This data represents end of course surveys from the 2017-2018 through 2019-2020 academic years.

Faculty Response to Teaching Effectiveness
How does this information impact faculty perceptions of classroom management and academic rigor? Will any changes be made resulting from this data? Are there other data available from Student Performance Review or alternative measures pertaining to academic success that can be used to discuss teaching effectiveness?

The Course Evaluation Summary document shows an overall rating for the M.Ed. Of Administration – Athletics and Activities having a higher result then all of the University Programs combined. The students believe that the Adjunct in the program present thought-provoking questions & problems and creates an atmosphere for student learning. We have an outcome slightly lower, 0.1 lower, where the instructor challenged them intellectually.

The adjuncts in the program have adapted some of the provided information to enhance the experience even more, while facilitating courses. They have used their personal experiences to support the learning process.

Curriculum is being evaluated and adjusted to support the ongoing changes in the Athletic and Activities Administration environment. We too, are updating curriculum based on the changes/updates to the manuals we use from the National Interscholastic Athletic Administrators Association (NIAAA).

Faculty & Resources

Physical Facilities

Physical Space/Resources

Describe the physical facilities that are unique to your program, including specialized buildings, classroom space, labs, and built in equipment and how they impact student learning. (If none, put N/A)

N/A

Upgrades to Physical Space/Resources

Changes/Upgrades that have been completed within the past 5 years, specifically for your program or are required because of your program along with any impacts to student learning.

N/A

Recommendations to Improve Resources

Describe any desired changes/upgrades to facilities/resources and how the proposed changes would impact student learning.

N/A

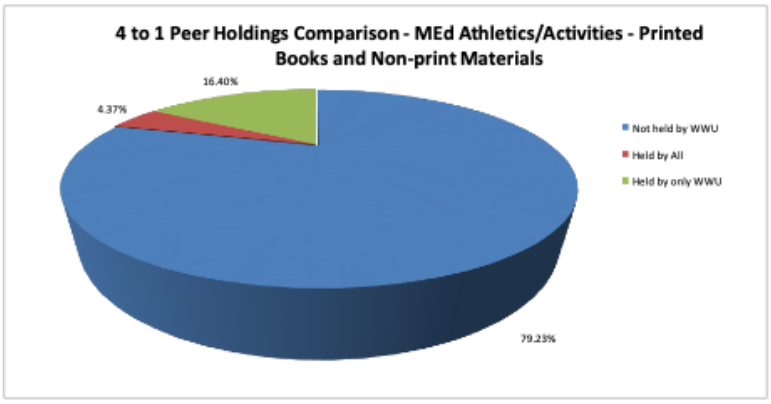
Technology Resources

List current technology specific for the program. What technology is used on a regular basis? Are there any technology needs for the program, issues with technology that impact the classroom? Is there technology that would benefit the teaching in the classroom that the program would like to investigate?

Brightspace has provided trainings for our Adjuncts that could attend. These have been recorded and placed in Owlnet for viewing anytime they need support. Access to a Brightspace “and Tricks” is also a resource for use. All adjuncts and I are required to have our own Computer for coursework and curriculum work.

Library Resources:
Insert the narrative from library staff pertaining to changes and recommendations to program specific library holdings.

Libraries Used for Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University



IV. Analysis

Athletics and activities as a discipline taught at the graduate level requires primarily up-to-date materials. WWU Library has also invested in digital materials, both monographic and serial. All these resources are available through *Woods OneSearch.*

Athletics and activities is covered in several full-text databases: Academic Search Complete; Films on Demand; and Sport Discus. Any items that are not available in existing print and digital collections are acquired through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Library Resources:
Faculty response to the adequacy of library resources provided to the program?

We receive updates frequently about Library Resources that are valuable for our use as Adjuncts. I have not heard of any adjuncts that have used any, but I know that the support is available, when and if needed.

Library Report
Attach the complete library report that is provided from thedirecotr of the Library that details the available resources to students in the program of study.
MEd_Athletics_and_Activities.doc

Faculty and Staff Resources

Faculty
1-list all full time faculty in the program with highest degree, degree granting institution, years of full-time teaching experience WWU, and contractual course load. 2-List adjuncts who have taught within the last 3 years with the same qualifying information and which courses they have taught.

The part-time adjuncts listed below have or will have facilitated courses from Summer 1, 2020, up to and including Spring 2, 2021. All adjuncts have a Specialist or Doctorate Degree.

Part-Time Adjunct	Load	Courses Taught
Abein, Robert	1	544
Champman, Keith	3	524, 526
Chance, Matt	4	508, 527
Davis, JIm	1	521
Garner, Kevin	2	503, 509
Gotch, Tom	2	523, 525
Holderbaum, Mark	4	508, 528
Koestner, Jerry	1	527
Kuhlmann, Douglas	4	503, 521, 523
Martin, Courtney	1	508
Miles, Ronda	1	508
Scott, Josh	4	521, 523, 526, 544,
Smith, Matt	3	524, 526, 528
Stoppel, Kaleb	2	524, 544
Waters, Heath	3	503, 523, 526
Wescott, Dixie	5	509, 525

Faculty Curriculum Vitae
Attach current Vitae for all full time Faculty

Adjunct Faculty Curriculum Vitae
Attach current Vitae for all adjunct faculty in the program.

MED_AA_Faculty_Demographics.xlsx

How many staff are designated to support the program?

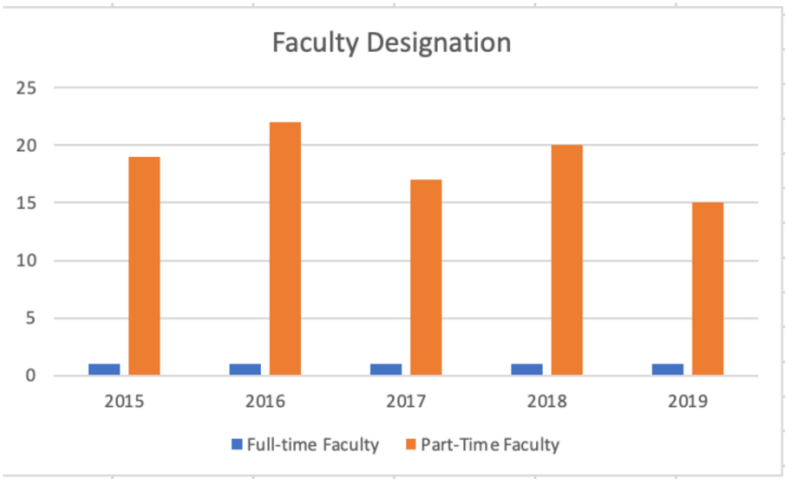
3

Staff
Do you feel the program is adequately staffed in order to meet the goals of the program?
Yes (selected)
No

Staff
Are issues with staffing impacting student learning?
Yes

No (selected)

Faculty Percentage of Courses Taught by Full-time vs. Part-time
Please include a chart of the number of classes taught within the program that are taught by full time and part time faculty. Please include academic years Fall 2013 through Spring 2018



Faculty Reflection on Teaching Load Distribution
Please discuss the distribution of courses between full time and part time faculty. What impact if any does this have on students and/or the curriculum?

The list attached has more adjuncts listed than we currently use in the program. The one full-time position listed is Dixie Wescott (myself), the Online Manager for the program. While the program director truly am a part-time employee, she has more stake in the program than others listed. There is no direct impact on students using a fulltime adjunct vs a part-time adjunct.

Recommendation on Personnel
What recommendations to personnel (Faculty/Staff) do the program faculty recommend? What is the rationale for the recommendation?

I have had three more adjuncts certificated to teach EDU 544. Not many typically apply to teach this course but with the updated curriculum, I believe this will enhance the desire to teach 544.

Financial Analysis of the Program

Cost Per Major
This number is from the Academic Dean Report on Program Prioritization.

Financial Analysis by Program
Discuss issues and implications of the program budget. – need more description here to allow for a review of the financial cost of the program. I would like to add a prompt for programs to also report on their program cost per credit hour provided, in many cases this will look totally different to the cost per major, but still provides an alternate route to view the financial cost of a program.

At this time the only identifiable costs of the program are the stipend to the Program Director and the pay for part time faculty. The university is working to correct coding issues of courses so that future reports can accurately reflect the cost of teaching the program. There is no specific budget for the program at this time.

Instructional Expenses
Discussion of expenses related to instruction. i.e. Internship, clinical, practicums…

N/A

Non Instructional Expenses
Expenses that are included in the budget but not part of the instructional aspect of the program, not all programs have this.

N/A

Assessment Planning

University Objectives
Use the Attached copy of the University Student Learning Outcomes and discuss the alignment of your program to these objectives. How do the courses in your program support and contribute to expanding students' knowledge.

Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.

- Obj 2: Student will demonstrate the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.
- Obj 5: Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.
- Obj 6: 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.
- MEA students will continue to learn throughout the program the best practices of an Activities Director. This will occur not only through the course required assignments but through the required practical field experience hour that they complete that replicate what an activities director would do on the job. Students will work alongside their Field Experience, On-Site Supervisor.

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.

- Obj 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 school or district vision of learning supported by the school community.
- Obj 5: Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.
- MEA Students will extend upon their coaching responsibilities the understanding of the importance of sportsmanship and ethical practices. They will understand the importance of collaborative work respecting the thoughts and ideas of various stakeholders.

Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.

- Obj 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 school or district vision of learning supported by the school community.
- Obj 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.
- MEA Students will work towards understanding the vision of a program, allowing collaborative work in making informed decisions about the activities program.

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.

- Obj 2: Student will demonstrate the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.
- Obj 3: Student will demonstrate the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
- Obj 6: 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.
- MEA Students will constantly work toward understanding an activities program through the preparation of assignments throughout the program. They too, will experience and replicate the role of an AD as they complete field experience hours in preparation for taking over an activities program.

Institutional_Learning_Outcomes.docx

Program Outcomes

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.

Additional Standards/Outcomes

Identifier	Description
MED .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 school or district vision of learning supported by the school community.
MED .2	Student will demonstrate the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.
MED .3	Student will demonstrate the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
MED .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.
MED .5	Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.
MED .6	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.

Program Assessment Matrix
Please insert a chart that shows the matrix for your program assessment plan/report.

Changes have been made in the Assessment Matrix. While we met all but one assessment last year, we had an excessive number of assessments in the program. Through discussion with WWU Personnel and Adjuncts in the program, we have decreased the number of VIA assessments for this year. We still have a loftier number than needed, but wanted to evaluate and review the results from this year's outcomes. After reviewing, we will look at the possibility of decreasing the number of assessments again.

Assessment Matrix
If your program already has a working document for the program matrix, please upload it here. No need to reproduce it in the text box.
Program_Assessment_Matrix.pdf

	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
EDU503	Title IX Self Audit	Title IX Self Audit	Title IX Self Audit	Title IX Self Audit	Title IX Self Audit	Title IX Self Audit
EDU508		BOE End of Year Report		BOE End of Year Report		
EDU509	Personal Philosophy Paper	Personal Philosophy Paper	Personal Philosophy Paper	Personal Philosophy Paper	Personal Philosophy Paper	Personal Philosophy Paper
EDU523			Program Assessment	Program Assessment		
EDU524		Current Issues Research Paper				
EDU526	Champions of Character & Progam Mission Statement					Champions of Character & Progam Mission Statement
EDU527				Social Media Plan	Social Media Plan	
Total Assessed	4	4	3	5	3	4

Assessment Data

Annual Assessment Report 2019-2020

med_athletics_activities_annual_assessment_2019_2020.pdf

Annual Assessment Report 2018-2019

med_athletics_activities_annual_assessment_2018_2019.pdf

Annual Assessment Report 2017-2018

med_athletics_annual_assessment_2017_2018.pdf

Annual Assessment Report 2016-2017

med_athletics_administration_2016_2017.pdf

Annual Assessment Report 2015-2016

med_athletics_activities_15_16.pdf

Snapshot on Assessment (5-year)
Please refer back to the program Annual Assessment report and create a graph showing a 5-year trend on assessment data for your program objectives. This should show a quick view of how programs are meeting or not meeting set benchmarks from student assessment. Each objective should have its own graph in order to keep it organized and easy to track. Each graph should have a short narrative explaining what is happening with the data and what implications that has on the program and student learning.

The Assessment Rubric in the school years of 15-16, 16-17, 17-18 all had five areas to assess. Starting on 18-19 the program had 12 areas to assess. When reviewing these four years, we only had one area that overlapped. That was Assessment Results/Findings. The program went from best practices, to meets to inadequate and then back up to meets.

As we move forward we must be able to review common areas to gain a true comparison of where the program is headed. However, when reviewing the data assessment rubric I was provided for 18-19, we had a disappointing outcome of only 50% that Meet Expectations. The 19-20 results saw a loftier growth pattern. Of the 10 areas assessed, we exceed expectations in 7 of the areas, meet in 1 area, and were below expectations in the remaining 2 areas. While I do not want to be below in any of our areas, the growth is moving in the correct direction.

As I completed the 19-20 data piece in my six-months on board, it was very obvious that curriculum review and updates needed to occur. That is going to be an on-going process, but all courses, as of now, has been reviewed and improved upon.

Snapshot on Assessment
If the program already has a document with the charts created, then that document can be uploaded here for the purposes of this report.

Appendix A

Analysis on Assessment
What is the assessment process for the program overall? What general activities are used to collect assessment information? Are all faculty involved in the assessment process?

MED .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 school or district vision of learning supported by the school community.

EDU 509 ***Reflection Paper - 90% of the students in this course will receive at least a Proficient Score on the assessment***

EDU 526 ***Evaluation of a Mission Statement -90% of the students in this course will receive at least a Proficient Score on the assessment.***

MED .2 Student will demonstrate the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.

EDU 508 B***OE End of Year Report- 90% of the students in this course will receive at least a Proficient Score on the assessment.***

EDU 509 ***Reflection Paper - 90% of the students in this course will receive at least a Proficient Score on the assessment.***

EDU 524 ***Current Issues Research Paper-90% of the students in this course will receive at least a Proficient Score on the assessment.***

MED .3 Student will demonstrate the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

EDU 509 ***Reflection Paper - 90% of the students in this course will receive at least a Proficient Score on the assessment.***

EDU 523 ***Program Evaluation-90% of the students in this course will receive at least a Proficient Score on the assessment.***

EDU 528 ***Adding a Program-90% of the students in this course will receive at least a Proficient Score on the assessment.***

MED .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.

EDU 503 ***Title IX Self-Audit-90% of the students in this course will receive at least a Proficient Score on the assessment.***

EDU 509 ***Reflection Paper - 90% of the students in this course will receive at least a Proficient Score on the assessment.***

EDU 528 ***Fiscal Plan-90% of the students in this course will receive at least a Proficient Score on the assessment.***

MED .5 Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

EDU 503 ***Case Study - 90% of the students in this course will receive at least a Proficient Score on the assessment.***

EDU 508 ***Eligibility Procedures-90% of the students in this course will receive at least a Proficient Score on the assessment.***

EDU 509 ***Reflection Paper -90% of the students in this course will receive at least a Proficient Score on the assessment***

MED .6 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.

EDU 526 ***Champions of Character-90% of the students in this course will receive at least a Proficient Score on the assessment.***

Red = Currently Assessed In Via

MEA Program Objectives Analysis 2017-2019

- EDU 509 Reflection used to assess program objectives 1-5 in 2017 with the Online Writing Rubric
  - 100% Exemplary, 76 total students assessed for content, analysis, and application
- EDU 509 Reflection used to assess program objectives 1-5 between 2017 and 2019 with the Online Writing Rubric
  - 98.8% Exemplary, 1.2% Proficient, 248 assessed for content, analysis, and application
- EDU 524 Current Issues Research Paper to assess program objective 2 between 2017 and 2019 with the Written 2017 rubric
  - 100% Exemplary, 93 total students assessed for meeting syllabus requirements
  - 100% Exemplary, 93 total students assessed for critical thinking and analysis
- EDU 526 Program Mission Statement to assess program objective 1 between 2017 and 2019 with Written 2017 rubric
  - 100% Exemplary, 93 total students assessed for meeting syllabus requirements
  - 100% Exemplary, 93 total students assessed for critical thinking and analysis
- EDU 508 Eligibility Procedures to assess program objective 5 between 2017 and 2019
  - 100% Exemplary, 9 total students assessed for meeting syllabus requirements
  - 100% Exemplary, 9 total students assessed for critical thinking and analysis

MEA Program Objectives Analysis 2020-2021 using MEA rubrics

Filter	Insufficient	Developing	Proficient	Exemplary	Mean	Stdev
O1: Evaluation of a Mission Statement	0.00% (0)	0.00% (0)	25.00% (7)	75.00% (21)	0.00% (0)	0.00
O2: Current Issues Research Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (42)	0.00% (0)	0.00
O3: EDU 523 Program Evaluation	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (14)	0.00	0
O3: EDU 528 Adding a Program	0.00% (0)	12.50% (2)	12.50% (2)	75.00% (12)	0.00	0
O4: Title Nine Self-Audit	0.00% (0)	0.00% (0)	100.00% (5)	0.00% (0)	0.00	0
O4: Fiscal Plan	0.00% (0)	0.00% (0)	18.75% (3)	81.25% (13)	0.00	0
O5: Case Study (503)	0.00% (0)	0.00% (0)	55.56% (5)	44.44% (4)	0.00% (0)	0.00
O5: Eligibility Procedures	0.00% (0)	20.00% (1)	0.00% (0)	60.00% (3)	20.00% (1)	0.00

O6: Champions of Character	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (18)	0.00	0

MEA Program Objectives Analysis 2020-2021 using MEA rubrics

Filter	Insufficient	Developing	Proficient	Exemplary	Mean	Stdev
O1: Evaluation of a Mission Statement	0.00% (0)	0.00% (0)	25.00% (7)	75.00% (21)	0.00% (0)	0.00
O2: Current Issues Research Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (42)	0.00% (0)	0.00
O3: EDU 523 Program Evaluation	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (14)	0.00	0
O3: EDU 528 Adding a Program	0.00% (0)	12.50% (2)	12.50% (2)	75.00% (12)	0.00	0
O4: Title Nine Self-Audit	0.00% (0)	0.00% (0)	100.00% (5)	0.00% (0)	0.00	0
O4: Fiscal Plan	0.00% (0)	0.00% (0)	18.75% (3)	81.25% (13)	0.00	0
O5: Case Study (503)	0.00% (0)	0.00% (0)	55.56% (5)	44.44% (4)	0.00% (0)	0.00
O5: Eligibility Procedures	0.00% (0)	20.00% (1)	0.00% (0)	60.00% (3)	20.00% (1)	0.00
O6: Champions of Character	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (18)	0.00	0

As we move forward we must be able to review common areas to gain a true comparison of where the program is headed. As I completed the 19-20 data piece in my six-months on board, it was very obvious that curriculum review and updates needed to occur. This will be an on-going process, but all courses, as of now, has been reviewed and improved upon.

We have also updated and created marketing materials for the program, based on the direction of WWU marketing personnel. Most recently, The School of Education, particularly this program, has partnered with Gipper (gogipper.com). Through this partnership, students are able to utilize Gipper's platform to learn how to easily create branded, social media content to help better promote programs and student-athletes. Students will also have access to Gipper's professional development resources to help further grow their digital marketing experience.

The MEA program uses practical and relevant work that an Activities Administrator would perform and/or complete in their activities world for assessments. As we review the actual assessments, I have discussed the work with current Adjuncts and Professors in the Education Department at WWU. Adjustments have been made for program assessments, containing less as we had an excessive amount, to the point of being redundant.

The program moved away from a General Education Rubric to an MEA Program Rubric. This decision was made before I became the Program Manager, while I was in just an Adjunct role. While we have had a lot of success in the areas measured with the current rubric (Syllabus Requirements, Critical Thinking & Analysis, Organization of Writing, and Mechanics) we always have room for improvement.

External Review

External Review for Program Evaluation

Your role as an outside reviewer is to verify the information provided by the on-campus program review team. Your evaluation helps identify the program's strengths and recommend ways to address areas of concern. The following guide is intended to facilitate your work as a reviewer. The questions provide a quality rating of Exemplary, Adequate, Needs Improvement, Not Evidenced. Please provide a justification for your rating in the section below the question. Use as much space as necessary for your response.

At the conclusion of the evaluation, please provide a summary that addresses overall aspects of the program.

1.1 History of the program is succinct, but detailed. (-300 words)
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Adequate- After going to the school's website I was able to review the history of William Woods University. The Graduate Demographics Assessment worksheet showed overall enrollment numbers but could not find information about the program's history.

1.2 Program's purpose/mission is clear, including relationship to the university's mission statement.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

Exemplary - the program's mission is well articulated in the attached documents and I also liked the video on the Athletics page that addressed the mission statement, especially the quote -

"To provide a positive environment in which to learn ...."

1.3 Clearly describes the approach to maintain or improve student retention and graduation rates.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

Exemplary - interviews with the Program Director and with the Adjunct Faculty provided a clear desire and plan to expand on current efforts to keep connectivity with students and continue to engage them in more positive experiences throughout their program. Providing more observations and on-site interviews along with adding Zoom components during the semester are two great ideas suggested by both students and adjuncts.

1.4 Program has clearly defined strategies for retention and graduation rates of students.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify

your rating in the below section.

Exemplary - the Adjunct Faculty are the connection to the students and when interviewing each group, both stated a high degree of connectivity with the other. Obviously, this helps with retention of the current class and should lead to positive word of mouth recruiting for future classes. Students shared that the adjuncts were professional, encouraging, and available and that the course work was meaningful. Adjuncts appreciate the motivation and involvement levels of this class and both groups felt that addition of some Zoom meetings would enhance the experience.

1.5 Program advising loads are appropriately delegated throughout the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

Exemplary - Adjuncts reported a very positive response to teaching and advising workloads.

1.6 Program has clearly articulated advising processes followed by all faculty within the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

Exemplary - The Program Director, along with the Adjuncts and the students all report that advising was clear and consistent during their time in the program.

1.7 Comprehensive accounting of graduates in internship placements.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Exemplary - the Program Director has noted the placement of many students, while also acknowledging that some graduate students are not desirous of leaving their current teaching/coaching positions for one in athletic administration. Still, the "experience" of serving as an AD can of course, enhance the perspective of the high school coach by providing a more "Big Picture" view of the athletic experience.

1.8 Provides detailed description of possible employment positions for graduated students.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Adequate - The Program Director stated that possible employment positions could include High School Activities/Athletic Administrators, as well as those positions that could be involved with Sports Management duties. This includes Head and Assistant Coaching roles at public and private schools, College Level Sports Information Directors, possible Assistant Activities Administrators, plus employment at organizations such as the YMCA, Boys and Girls Clubs., and City/Municipality sports clubs.

The Program Director also stated that "Many students are still involved with coaching and are not ready to leave this position. They are interested in receiving their degree in a program that is sports related, to gain a better understanding of their current work. The program can support them in many aspects of their daily coaching duties."

1.9 Post-Graduation data is complete and provides a picture of where students go after graduation.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify

your rating in the below section.

Needs Improvement - same as 1. 8 - As previously stated, not all graduates are seeking new positions as Athletic Director's but for those who have become AD's, documenting this for future students would be a valuable statistic

2.1 Course Rotation is followed in the way courses are offered with minimal tutorial/independent study courses.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Exemplary - Faculty all possess Advanced Degree or Specialist level and teach a variety of the courses. In my review I did not hear about the need to schedule independent study courses.

2.2 Reflection on course offerings and enrollment of courses, rotation, and demand is complete.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Exemplary - Both faculty and students report high engagement, real life applicability, and meaningful discussion and collaboration across the classes.

2.3 Course offerings appear appropriate for the needs of the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Exemplary - courses provide a wide range of topical issues and scenarios. As mentioned, using curriculum from the NIAAA's approved list of courses allows students to earn a quality Master's Degree while also meeting NIAAA requirements to sit for the Certified Athletic Administrator Exam. THIS is a value-added feature of the William Woods University program.

2.4Discussion on curriculum changes based on assessment are clearly explained and complete.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Exemplary - Program Director and Adjuncts clearly described process of assessments and the plan in implement a more streamlined version moving forward

2.5 Discussion on curriculum changes based on assessment are detailed and complete.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Exemplary - Program Director and Adjuncts clearly described process of assessments and the plan in implement a more streamlined version moving forward

2.6 Teaching effectiveness summary within the program is detailed and faculty respond to successes and

deficiencies within the evaluation.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Exemplary - Interviews with Adjuncts showed strong support for the effectiveness of the program. Collaboration between faculty and with students is high and both parties shared a desire to add even greater depth to the program.

2.7 Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions (100-400 level)
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Exemplary - course descriptions on website are excellent! See example below

https://www.williamwoods.edu/catalog/graduate/course_detail.aspx?CRS_CDE=EDU%20%20503

3.1 Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

NA

3.2 Summarizes the physical space available to the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

NA

3.3 Summarizes the technology equipment needs and supplies noting any deficiencies and the impact on student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Adequate - Interviews with current students revealed dissatisfaction with the TECHNOLGY course which has since been replaced with an updated version and resources. Access to web-based information within the program was good.

3.4 Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Adequate - Interviews with students suggest Library holdings were sufficient but also need to continue to be updated.

3.5 Faculty qualifications and specific competencies are fully and accurately described.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Exemplary - The Faculty is quite diverse, representing a wide variety of Education Professions. Each Adjunct had a wide range of experiences within the profession, and most are NIAAA Certified. This could become a requirement. For future faculty (Either CAA or even CMAA level).

3.6 Provides a sound rationale for current staffing and/or future recommendations related to student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Exemplary - as the number of students in the program continues to grow, additional adjuncts will be needed.

3.7 Provides rationale and recommendations to improve resources that would address such deficiencies and link to student learning.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Adequate - Program Director supplied current information and notes that improvements are in place and will continue to be addressed moving forward. No significant deficiencies noted.

3.8 Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

NA - Did not see this information but in discussions with Program Director it was noted that the William Woods program is one of the least expensive on-line Masters that also qualifies their graduates to sit for the NIAAA Certified Athletic Administrator Exam.

4.1 Includes university learning outcomes and assessment measures, which are clearly articulated.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Exemplary - information in Tab #4 and #5 articulate expected outcomes and assessments

4.2 Includes program learning outcomes and assessment, which are clearly explained.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Exemplary - Program Director has included the history of the program and modifications to curriculum and assessments since coming on board.

4.3 Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Adequate - in the table below (from tab #5) the data indicated in Objective 3 for EDU 528 Adding a Program there was a gap between the expected outcome and where the students ended up. The cause of the gap was not articulated but overall, the standards were achieved.

MEA Program Objectives Analysis 2020-2021 using MEA rubrics

Filter	Insufficient	Developing	Proficient	Exemplary	Mean	Stdev
O1: Evaluation of a Mission Statement	0.00% (0)	0.00% (0)	25.00% (7)	75.00% (21)	0.00% (0)	0.00
O2: Current Issues Research Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (42)	0.00% (0)	0.00
O3: EDU 523 Program Evaluation	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (14)	0.00	0
O3: EDU 528 Adding a Program	0.00% (0)	12.50% (2)	12.50% (2)	75.00% (12)	0.00	0
O4: Title Nine Self-Audit	0.00% (0)	0.00% (0)	100.00% (5)	0.00% (0)	0.00	0
O4: Fiscal Plan	0.00% (0)	0.00% (0)	18.75% (3)	81.25% (13)	0.00	0
O5: Case Study (503)	0.00% (0)	0.00% (0)	55.56% (5)	44.44% (4)	0.00% (0)	0.00
O5: Eligibility Procedures	0.00% (0)	20.00% (1)	0.00% (0)	60.00% (3)	20.00% (1)	0.00
O6: Champions of Character	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (18)	0.00	0

4.4 The student learning objectives are appropriate for the specific discipline.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Exemplary - the scope and depth of the material covered is excellent and the objectives are written to address key components of the Secondary School Athletic Administrator job

4.5 Includes a longitudinal view of assessment for each program learning outcome.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Exemplary - The Assessment Rubric did review all five areas to assess. Over the history of the program, it has largely met or exceeded standards. The data shows that the program is growing and that the program is being reviewed annually and improvements are being implemented.

4.6 Discussion on the assessment process over the 5-year span.
Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Adequate - Program director indicates there are some missing pieces from previous years and the focus has moved from Cohort to Online. Moving forward, data / categories / assessments will need to be looked at from that perspective until an additional classes (years) can be included in the study for comparison.

External Reviewer Summary Statements

● What do you see as strengths for the programs?

Very diverse group of students!

Tremendous Curriculum. Strongly encourage you to continue to use NIAAA approved course work!

Outstanding Faculty. They possess a wide range of experiences within the profession and most are NIAAA Certified. Could choose to have that become an additional requirement.

From my perspective, the William Woods University Online Masters in Athletics is one of the Best VALUES available.

● Does the program have components that distinguish it from other programs?

As a school based Athletic Director currently in my 41st year of Education, I am very impressed with the William Woods MEA program. Nationally, there are over 100 online Master Degree Programs in this specialty, but there are currently only 10 such programs nationwide that are affiliated with National Interscholastic Athletic Administrators Association's (NIAAA), and less than half of these offer coursework leading to both a Master's Degree while also fulfilling the requirements to sit for the NIAAA's CERTIFIED ATHLETIC ADMINISTRATOR credential exam. Being able to offer this component is something that will continue to distinguished William Woods from other online graduate programs.

● What areas need to be addressed and are the steps outlined in the program review adequately to address any areas of concern?

I suggest the addition of regular (1-2 per class) Zoom meetings to allow for sharing information, discussing/debating issues, and general collaboration for students and for faculty. While this demands a greater time commitment from everyone involved, this is a GRADUATE level program and a level of professional involvement is to be expected.

Also suggest multiple observation/shadow/interview experiences with professionals in the student's area to give greater hands on and on-site perspective of the how a school based athletic administrator's daily routine is.

● **Should the program be expanded, maintained at its current size, reduced, or eliminated?**

The William Woods University Online Masters in Athletic Administration is an outstanding program with highly qualified and engaging instructors. I would recommend expanding the program as demand increases and continue to advertise and promote this path for current and aspiring Athletic Directors.

I don't know if this is already occurring, but I would suggest having the Program Director attend the various State Coaches Conferences in the area along with the State AD Conference each year - possibly even partnering or sponsoring a "booth" - to increase visibility with the individuals most likely to enroll in the Graduate Program. I would also suggest sending the Program Director to the NIAAA annual national conference to network with other professionals while also staying up on the current professional development Best Practices. This will also add to the overall "Profile" of the WWU Program as it demonstrates the university's commitment to Life Long Learner for the students and the faculty.

● **Any additional thoughts, comments, or recommendations pertaining to the program?**

I want to thank for staff at William Woods for allowing me to be a part of this review! I truly enjoyed the peek inside and the opportunity to visit with the students, the adjuncts, and the admin who make the program succeed. Thanks again and continued success as you help mentor and train the next generation of leaders in our profession!

Conclusions and Recommendations

Program Response to the External Review Report

Response
Please respond to all scores of a "Needs Improvement" or "Not Evidenced" made by the reviewer. Please note in the text which question you are discussing and then proceed with the response. Be thorough in your response.

1.9 Post-Graduation data is complete and provides a picture of where students go after graduation. Marked as Needs Improvement.

As stated in, Tab 2, Graduation Placement Data, Employment in Field, we have m any students still involved with coaching and are not ready to leave this position. They are interested in receiving their degree in a program that is sports related, to gain a better understanding of their current work. The program can support them in many aspects of their daily coaching duties and we teach students how to work with all stakeholders and provide them with directions for policy implementations.

I have visited with Emily Horstman about obtaining a list of graduates of the MEA program. My plan is to send out an electronic questionnaire that includes questions about their reasons for obtaining the degree. I created this survey months ago, but would like to "fine tune" it as this is a work in progress. Once the survey is completed, I would send it out to our graduates. I believe that this would need to be revisited every couple of years to keep up on data points for the University.

Program Identified Strengths
Discuss strengths of the program as they impact student learning.

A strength of our program is the use of the National Interscholastic Athletic Administrators Association (NIAAA). This curriculum provides our students with practical and relevant curriculum that can support them not only as they move into the role of an Athletic/ Activities Administrator, but too in their role as a Coach. Our curriculum supports the student that wants to gain more knowledge about the sports world and how they can handle a variety of situations.

Most of our Adjuncts are very active in the NIAAA, which provides a rich baseline for our students. Adjuncts can provide their own experiences and struggles when they first stepped into the role of an AA. Most of our adjuncts, too, have obtained a level of Certification through the NIAAA, which helps to promote the certification process within our program. Students gain LTC Credits through the NIAAA, once they complete our program. Working with the NIAAA is

definitely a strength in our program degree.

Program Identified Challenges
Discuss any challenges of the program as they impact student learning. What is the program doing to combat these challenges?

When stepping into this role, it became apparent very quickly that we were behind on curriculum updates, as our courses were using older Editions of the LTC Manuals from the NIAAA. I personally have struggled with updating the curriculum by myself. To update every course, basically by myself, has been a challenge. While great strides have been made, we still stumble on something that needs revised within the curriculum.

Action Plan
What is the plan for the program moving forward. What anticipated changes will be implemented as a result of this report?

I will begin having Zoom Meetings with my Adjuncts. While I have sent emails out before every session, that sometimes is not enough.

I want consistency within each course, with the Announcements section being used in Brightspace. While the MEA Adjuncts are very good about weekly communications, I believe that the Announcements section will provide a consistent location for students to reference upcoming assignments and anything else note-worthy from the Adjunct. By all Adjuncts posting in the Announcements section, this will provide consistency for our students.

I will also suggest offering Zoom Adjunct Office Hours, 1-2 times during an eight-week course. It would not be a mandate for the student, but an opportunity to have a “face-to-face" conversation with the Adjunct and the students in the course. We can also make suggestions to students that they can set up Zoom meetings with each other, to hep process their assignments; just as they did when we had on-ground cohorts.

Academic Council Review

Academic Council Evaluation for Program Review

3=Exemplary	2=Adequate	1=Needs Improvement	0= Not Evidenced

Program Profile		
1.1	History of the program is succinct, but detailed. (-300 words)	2
Comments: Updated after AC Review and accepted		
1.2	Program's purpose/mission is clear, including relationship to the university's mission statement.	2
Comments:		
1.3	Clearly describes the approach to maintain or improve student retention and graduation rates.	2
Comments: Updated after AC Review and accepted		
1.4	Program has clearly defined strategies for retention and graduation rates of students.	2
Comments: Updated after AC Review and accepted		
1.5	Program advising loads are appropriately delegated throughout the program	2
Comments:		
1.6	Program has clearly articulated advising processes followed by all faculty within the program.	2
Comments:		
1.7	Comprehensive accounting of graduates in internship placements	2
Comments: Does not apply to this program		
1.8	Provides detailed description of possible employment positions for graduated students.	2
Comments:		
1.9	Post-graduation data is complete and provides a picture of where students go after graduation.	1
Comments: this program is like many others in the struggle to obtain post-graduation data and would benefit from the university moving forward with a plan for this data collection.		
Curriculum		
2.1	Course rotation is followed in the way courses are offered with minimal tutorial/independent study courses.	2

Comments:		
2.2	Reflection on course offerings and enrollment of courses, rotation, and demand.	2
Comments:		
2.3	Course offerings appear appropriate for the needs of the program.	2
Comments:		
2.4	Issues involving curriculum clearly explained	2
Comments:		
2.5	Discussion on curriculum changes based on assessment	2
Comments:		
2.6	Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.	2
Comments:		
2.7	Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions. (100-400 level)	2
Comments:		
Physical, Human, and Financial Resources		
3.1	Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.	2
Comments: Does not apply to this program		
3.2	Summarizes the physical space available to the program	2
Comments: Does not apply to this program		
3.3	Summarizes the Technology equipment needs and supplies noting any deficiencies and the impact on student learning.	2
Comments:		
3.4	Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning	2

Comments:		
3.5	Faculty qualifications and specific competencies are fully and accurately described	2
Comments:		
3.6	Provides a sound rationale for current staffing and/or future recommendations related to student learning.	2
Comments:		
3.7	Provides rationale and recommendations to improve resources that would address such deficiencies and link student learning.	2
Comments:		
3.8	Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.	1
Comments: The financial data is weak in the report but by no fault of the program faculty. This is an area of concern for all graduate programs and is being fixed.		
Assessment		
4.1	Includes University learning outcomes and assessment measures, which are clearly explained.	2
Comments:		
4.2	Includes Program learning outcomes and assessment, which are clearly explained.	2
Comments:		
4.3	Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.	2
Comments:		
4.4	The student learning objectives are appropriate for the specific discipline.	2
Comments:		
4.5	Includes a longitudinal view of assessment for each program learning outcome	3
Comments:		
4.6	Discussion on the assessment process over the 5-year span.	2

Comments:		
External Review		
5.1	Program response to all criteria marked as a 2 or lower on the External Review report is complete with specific strategies for improvement.	2
Comments:		
5.2	Response to the external review is complete and detailed	2
Comments:		
Conclusion		
6.1	Strengths of the program are discussed	2
Comments: See Below		
6.2	Challenges of the program are discussed.	2
Comments: See Below		
6.3	Action plan for the program is visionary, showing evidence that the program is aiming for a higher level of student learning.	2
Comments: See Below		

Strengths:

- A highlight of the Athletics and Activities program is the attention to the alignment with the NIAAA standards to the program curriculum. This alignment sets up graduates to sit for the certification exam after they have completed the other requirements, but it also sets WWU grades apart as they are more knowledgeable in the field with the NIAAA background.
- The transition to an online model for the program has worked successfully in increasing overall enrollment as this is the only master's program with a positive enrollment trend at this time.
- The consistency in faculty is a strength of the program. The fact that the faculty like to teach for the university and they are committed to the program provides for a stronger classroom experience for the student.

Challenges:

- One of the most significant challenges for the program is the tracking of graduates once they leave WWU. There are missed opportunities for the university by not having this data. While this is a university wide problem, the program could investigate in some preliminary data gathering to see what is out there from former students.
- Updates to the website are also a struggle for this program. The need to change content so that it is accurately representing the program has been difficult. As the program director is not a full-time employee, it creates additional challenges to get accomplish necessary work and know who to contact to get the work accomplished.
- The program must have the MEA handbook posted on the website and it continues to be removed. This is a challenge in communicating the needs of the academic program and that communication being relayed to all players so that the information stays on the website.

Action Plan

- Moving forward the program needs to develop an acceptable marketing plan to capitalize on the NIAAA alignment and the benefits to our students.
- The Program needs to continue to work to align and streamline assessment processes to keep it manageable but meaningful.

Appendix A

MEA Report

Generated by: James Concannon 02/01/2021

Online Writing Rubric / Written 2017 / Education Rubric (2019) / Online MEA Athletic Administration Program Objectives Rubric / Online MEA Program Objective Rubric

Query Name:	Objectives 1-5 2016-2017
Parameters Applied:	Submitter Demographics: Major: education- athletics/activities admin Organizationinformation: Date range: 01/01/2017-01/01/2018

Query Name:	Objectives 1-5 2017-2019
Parameters Applied:	Organizationinformation: Groups: edu 509 - athletic admin field experiences - 01 162 - 2a (grad- accel) 1718, edu 509 - athletic admin field experiences - 01 olc - 2a (grad- accel) 1718, edu 509 - athletic admin field experiences - 02 olc - 3a (grad- accel) 1718, edu 509 - athletic admin field experiences - 01 olc - 3a (grad- accel) 1718, edu 509 - athletic admin field experiences - 02 olc - 2a (grad- accel) 1718, edu 509 - athletic admin field experiences - 01 163 - 4a (grad- accel) 1718, edu 509 - athletic admin field experiences - 02 olc - 4a (grad- accel) 1718, edu 509 - athletic admin field experiences - 01 olc - 4a (grad- accel) 1718, edu 509 - athletic admin field experiences - 01 olc - 2a (grad- accel) 1819, edu 509 - athletic admin field experiences - 02 olc - 2a (grad- accel) 1819, edu 509 - athletic admin field experiences - 01 olc - 3a (grad- accel) 1819, edu 509 - athletic admin field experiences - 02 olc - 3a (grad- accel) 1819, edu 526 - athl/act admin: develop charc & cit - 01 163 - 2a (grad- accel) 1718, edu 526 - athl/act admin: develop charc & cit - 01 olc - 2a (grad- accel) 1718, edu 526 - athl/act admin: develop charc & cit - 01 olc - 3a (grad- accel) 1718, edu 526 - athl/act admin: develop charc & cit - 01 olc - 4a (grad- accel) 1718, edu 526 - athl/act admin: develop charc & cit - 01 166 - 2a (grad- accel) 1819, edu 526 - athl/act admin: develop charc & cit - 01 olc - 2a (grad- accel) 1819, edu 526 - athl/act admin: develop charc & cit - 01 167 - 3a (grad- accel) 1819, edu 526 - athl/act admin: develop charc & cit - 01 olc - 3a (grad- accel) 1819, edu 526 - athl/act admin: develop charc & cit - 01 olc - 4a (grad- accel) 1819, edu 526 - athl/act admin: develop charc & cit - 01 168 - 2a (grad- accel) 1920, edu 526 - athl/act admin: develop charc & cit - 01 olc - 2a (grad- accel) 1920, edu 526 - athl/act admin: develop charc & cit - 01 olc - 3a (grad- accel) 1920, edu 526 - athl/act admin: develop charc & cit - 01 olc - 4a (grad- accel) 1920

Query Name:	Title Nine Self-Audit
Parameters Applied:	Organizationinformation: Date range: 01/01/2017-01/27/2021 / Activities: EDU503 Title IX Self-Audit, EDU503 Title IX Self-Audit, Online EDU503 Title IX Self-Audit, Title IX Self-Audit, Online EDU503 Title IX Self-Audit, Online EDU503 Title IX Self-Audit, Online EDU503 Title IX Self-Audit, Online EDU 503 Title IX Self-Audit, Online EDU 503 Title IX Self-Audit, EDU503 Title IX Self-Audit, Online EDU 503 Title IX Self-Audit, Online EDU503 Title IX Self-Audit, Online EDU503 Title IX Self-Audit, EDU503 Title IX Self Audit, EDU503 Title IX Self-Audit, Online EDU503 Title IX Self-Audit, Online EDU503 Title IX Self-Audit

Query Name:	Reflection Paper (EDU 509)
Parameters Applied:	Organizationinformation: Date range: 01/01/2017-01/27/2021 / Activities: Online EDU509 Reflection for Standard 1, Online EDU509 Reflection for Standard 1, Online EDU 509 Reflection for Standard 2-3, Online EDU 509 Reflection for Standard 4-6, Online EDU 509 Reflection for Standard 2-3, Online EDU 509 Reflection for Standard 4-6, Online EDU509 Reflection for Standard 1, Online EDU 509 Reflection for Standard 2-3, Online EDU 509 Reflection for Standard 4-6, Online EDU 509 Reflection for Standard 4-6, Online EDU 509 Reflection for Standard 2-3, Online EDU 509 Reflection for Standard 4-6, Online EDU 509 Reflection for Standard 2-3, Online EDU 509 Reflection for Standard 2-3, Online EDU 509 Reflection for Standard 4-6, Online EDU 509 Reflection for Standard 2-3, Online EDU 509 Reflection for Standard 4-6, Online EDU 509 Reflection for Standard 2-3, Online EDU 509 Reflection for Standard 2-3, Online EDU 509 Reflection for Standard 4-6, Online EDU 509 Reflection for Standard 2-3, Online EDU 509 Reflection for Standard 4-6, Online EDU509 Reflection for Standard 1, EDU509 Field Experience Reflections, Online EDU509 Reflection for Standard 1, Online EDU509 Reflection for Standard 1, Field Experience Reflections, Field Experience Reflections, Field Experience Reflections, Online EDU509 Reflection for Standard 1, Online EDU509 Reflection for Standard 1, EDU509 Field Experience Reflections

Query Name:	Fiscal Plan
Parameters Applied:	Organizationinformation: Date range: 01/01/2017-01/27/2021 / Activities: EDU528 Fiscal Plan, Fiscal Plan, Online EDU528 Fiscal Plan, Online EDU528 Fiscal Plan, EDU528 Fiscal Plan, Online EDU528 Fiscal Plan, Online EDU528 Fiscal Plan, Online EDU528 Fiscal Plan, Online EDU528 Fiscal Plan, EDU528 Fiscal Plan, Online EDU528 Fiscal Plan, EDU528 Fiscal Plan, Online EDU528 Fiscal Plan, EDU528 Fiscal Plan, Online EDU 528 Fiscal Plan Rev Nov19, Online EDU 528 Fiscal Plan Rev Nov19, EDU528 Fiscal Plan, Online EDU528 Fiscal Plan

Query Name:	Case Study (503)
Parameters Applied:	Organizationinformation: Date range: 01/01/2017-01/27/2021 / Activities: EDU503 Case Study, EDU503 Case Study, Online EDU503 Case Study Presentation, Online EDU503 Case Study Presentation, Online EDU503 Case Study Presentation, EDU503 Case Study, Case Study, Online EDU503 Case Study Presentation, Online EDU 503 Case Study, EDU503 Case Study , Online EDU 503 Case Study, Online EDU503 Case Study Presentation, Online EDU503 Case Study Presentation, EDU503 Case Study, Online EDU503 Case Study Presentation

Query Name:	Eligibility Procedures

Parameters Applied:	Organizationinformation: Date range: 01/01/2017-01/27/2021 / Activities: Eligibility Procedures, Eligibility Procedures, EDU508 Eligibility Procedures, EDU508 Eligibility Procedures, EDU508 Eligibility Procedures, EDU508 Eligibility Procedures, Online EDU 508 Eligibility Procedures Rev Nov19, EDU508 Eligibility Procedures
Query Name:	Champions of Character
Parameters Applied:	Organizationinformation: Date range: 01/01/2017-01/27/2021 / Activities: EDU526 Champions of Character, Online EDU526 Champions of Character, EDU526 Champions of Character, Online EDU526 Champions of Character, Online EDU526 Champions of Character, Online EDU526 Champions of Character, EDU526 Champions of Character, Online EDU 526 Champions of Character Rev Nov19, Online EDU 526 Champions of Character Rev Nov19, Online EDU 526 Champions of Character Rev Nov19, EDU526 Champions of Character, Online EDU526 Champions of Character, Online EDU526 Champions of Character, Online EDU526 Champions of Character, EDU526 Champions of Character, EDU526 Champions of Character, Online EDU526 Champions of Character
Query Name:	Current Issues Research Paper
Parameters Applied:	Organizationinformation: Date range: 01/01/2017-01/27/2021 / Activities: Online EDU524 Current Issues Research Paper, Online EDU524 Current Issues Research Paper, Online EDU524 Current Issues Research Paper, Current Issues Research Paper, Online EDU524 Current Issues Research Paper, Online EDU524 Current Issues Research Paper, Online EDU524 Current Issues Research Paper, EDU524 Current Issues Research Paper, Online EDU524 Current Issues Research Paper Type , Online EDU524 Current Issues Research Paper, EDU524 Current Issues Research paper, EDU524 Current Issues Research Paper, Online EDU 524 Current Issues Research Paper Rev N, EDU524 Current Issues Research Paper, Online EDU 524 Current Issues Research Paper Rev N, Online EDU 524 Current Issues Research Paper Rev , Online EDU524 Current Issues Research Paper
Query Name:	Evaluation of a Mission Statement
Parameters Applied:	Organizationinformation: Date range: 01/01/2017-01/27/2021 / Activities: Online EDU526 Program Mission Statement Revision, Online EDU526 Program Mission Statement Revision, Online EDU526 Program Mission Statement Revision, Online EDU526 Program Mission Statement Revision, Online EDU526 Program Mission Statement Revision, Online EDU526 Program Mission Statement Revision, Online EDU526 Program Mission Statement Revision, Online EDU 526 Eval of Mission Statement Rev Nov1, Online EDU 526 Eval of Mission Statement Rev Nov1, Online EDU 526 Eval of Mission Statement Rev Nov19

Query Name:	Rubric MEA 2017-2018
Parameters Applied:	Submitter Demographics: Major: education- athletics/activities admin Organizationinformation: Date range: 01/01/2017-01/01/2018

Query Name:	Rubric MEA 2018-2019
Parameters Applied:	Submitter Demographics: Major: education- athletics/activities admin Organizationinformation: Date range: 01/01/2018-01/01/2019

Query Name:	Rubric MEA 2019-2020
Parameters Applied:	Submitter Demographics: Major: education- athletics/activities admin Organizationinformation: Date range: 01/01/2019-01/01/2020

Query Name:	Rubric MEA 2020-2021
Parameters Applied:	Submitter Demographics: Major: education- athletics/activities admin Organizationinformation: Date range: 01/01/2020-01/14/2021

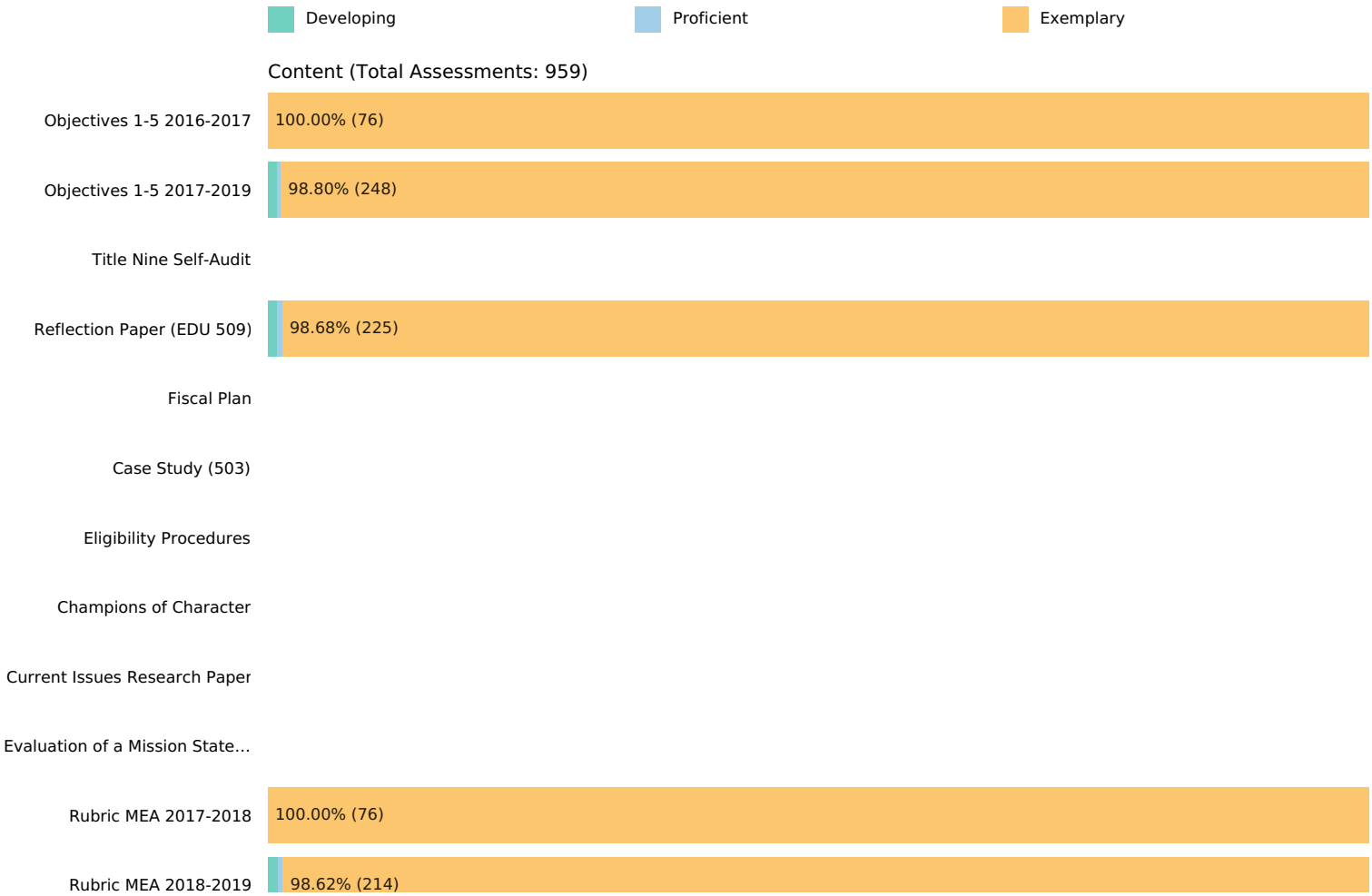
Query Name:	EDU 523 Program Evaluation
Parameters Applied:	Submitter Demographics: Major: education- athletics/activities admin Organizationinformation: Activities: Online EDU 523 Program Assessment Rev Nov19, Online EDU 523 Program Assessment Rev Nov19, Online EDU 523 Program Assessment Rev Nov19, Online EDU 523 Program Assessment Rev Nov19

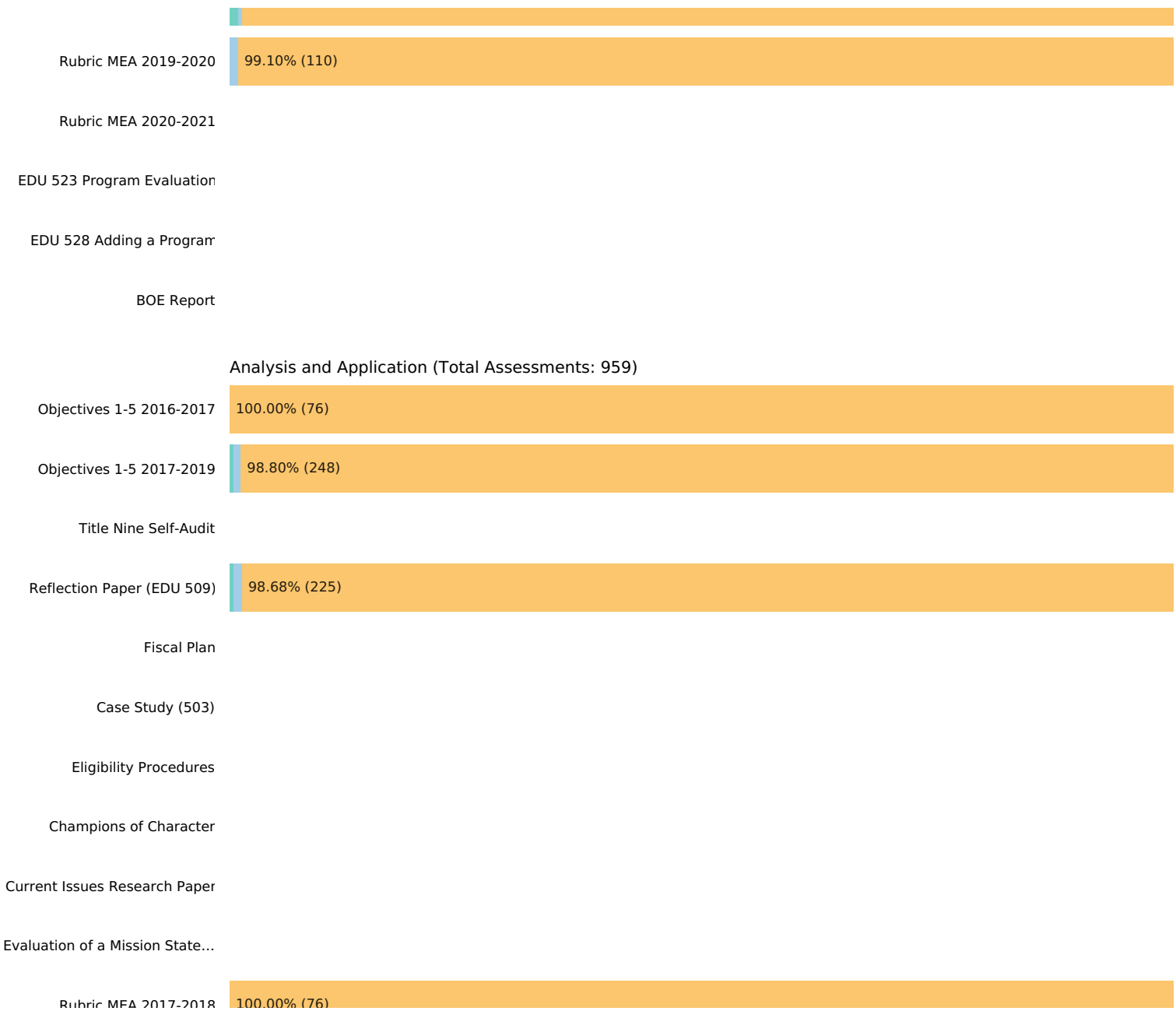
Query Name:	EDU 528 Adding a Program
Parameters Applied:	Submitter Demographics: Major: education- athletics/activities admin Organizationinformation: Activities: Online EDU 528 Adding a Program Rev Nov19, Online EDU 528 Adding a Program Rev Nov19

Query Name:	BOE Report
Parameters Applied:	Submitter Demographics: Major: education- athletics/activities admin Organizationinformation: Activities: Online EDU508 BOE End of the Year Report, Online EDU508 BOE End of the Year Report, Online EDU508 BOE End of the Year Report, Online EDU508 BOE End of the Year Report, EDU508 BOE End of Year Report, Online EDU508 BOE End of the Year Report, Online EDU508 BOE End of the Year Report, Online EDU508 BOE End of the Year Report, EDU508 BOE End of the Year Report, Online EDU508 BOE End of the Year Report, EDU508 BOE End of the Year Report, Online EDU508 BOE End of the Year Report, EDU508 BOE End of the Year Report

Online Writing Rubric

Group by:	Element
Element:	Content / Analysis and Application / Style / Mechanics
Performance Level:	Developing / Proficient / Exemplary
Standard:	-

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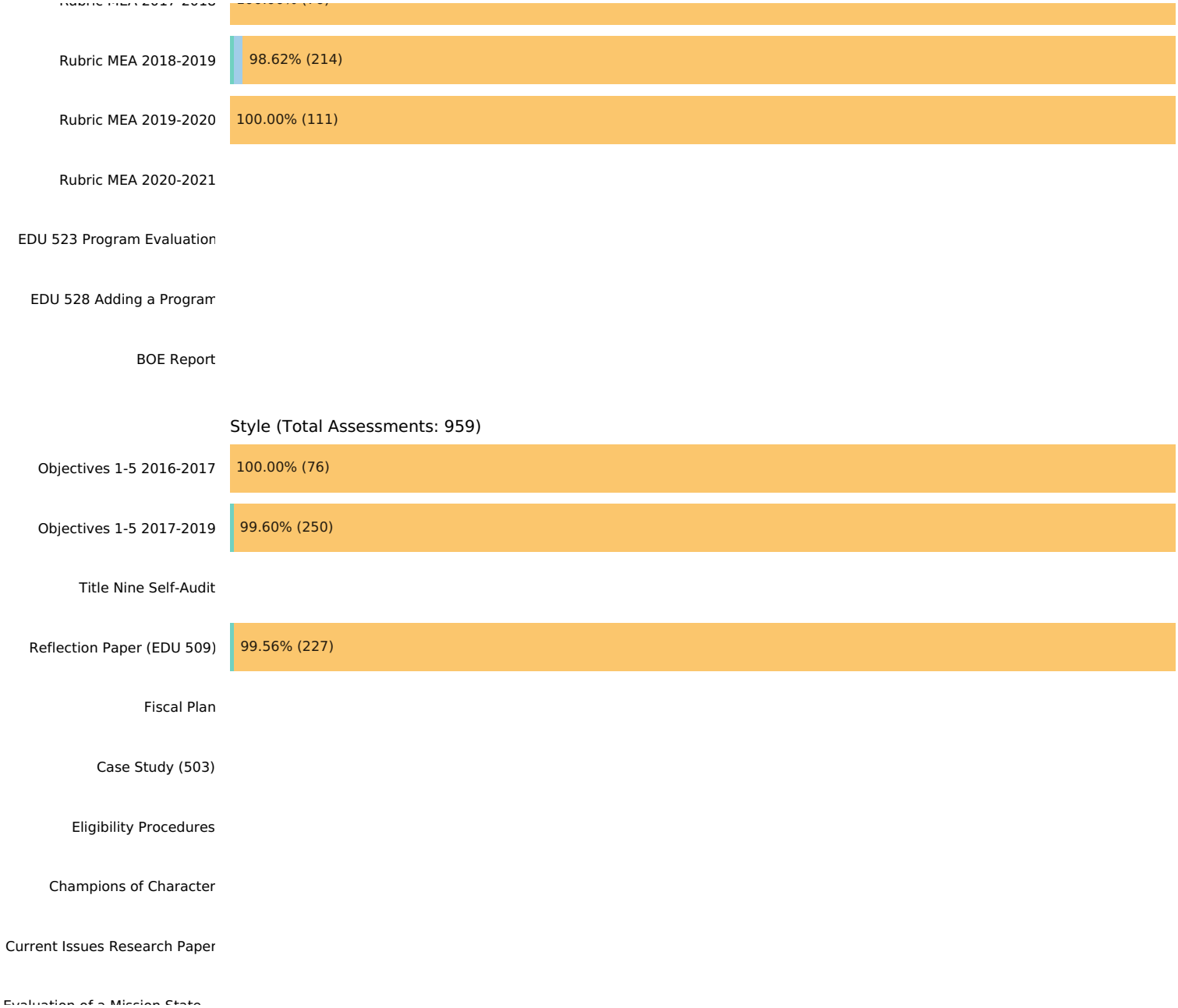
Rubric MEA 2020-2021
EDU 523 Program Evaluation
EDU 528 Adding a Program
BOE Report
Analysis and Application (Total Assessments: 959)
Objectives 1-5 2016-2017
100.00% (76)
Objectives 1-5 2017-2019
98.80% (248)
Title Nine Self-Audit
Reflection Paper (EDU 509)
98.68% (225)
Fiscal Plan
Case Study (503)
Eligibility Procedures
Champions of Character
Current Issues Research Paper
Evaluation of a Mission State...
Rubric MEA 2017-2018
100.00% (76)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Rubric MEA 2019-2020
100.00% (111)
Rubric MEA 2020-2021
EDU 523 Program Evaluation
EDU 528 Adding a Program
BOE Report
Style (Total Assessments: 959)
Objectives 1-5 2016-2017
100.00% (76)
Objectives 1-5 2017-2019
99.60% (250)
Title Nine Self-Audit
Reflection Paper (EDU 509)
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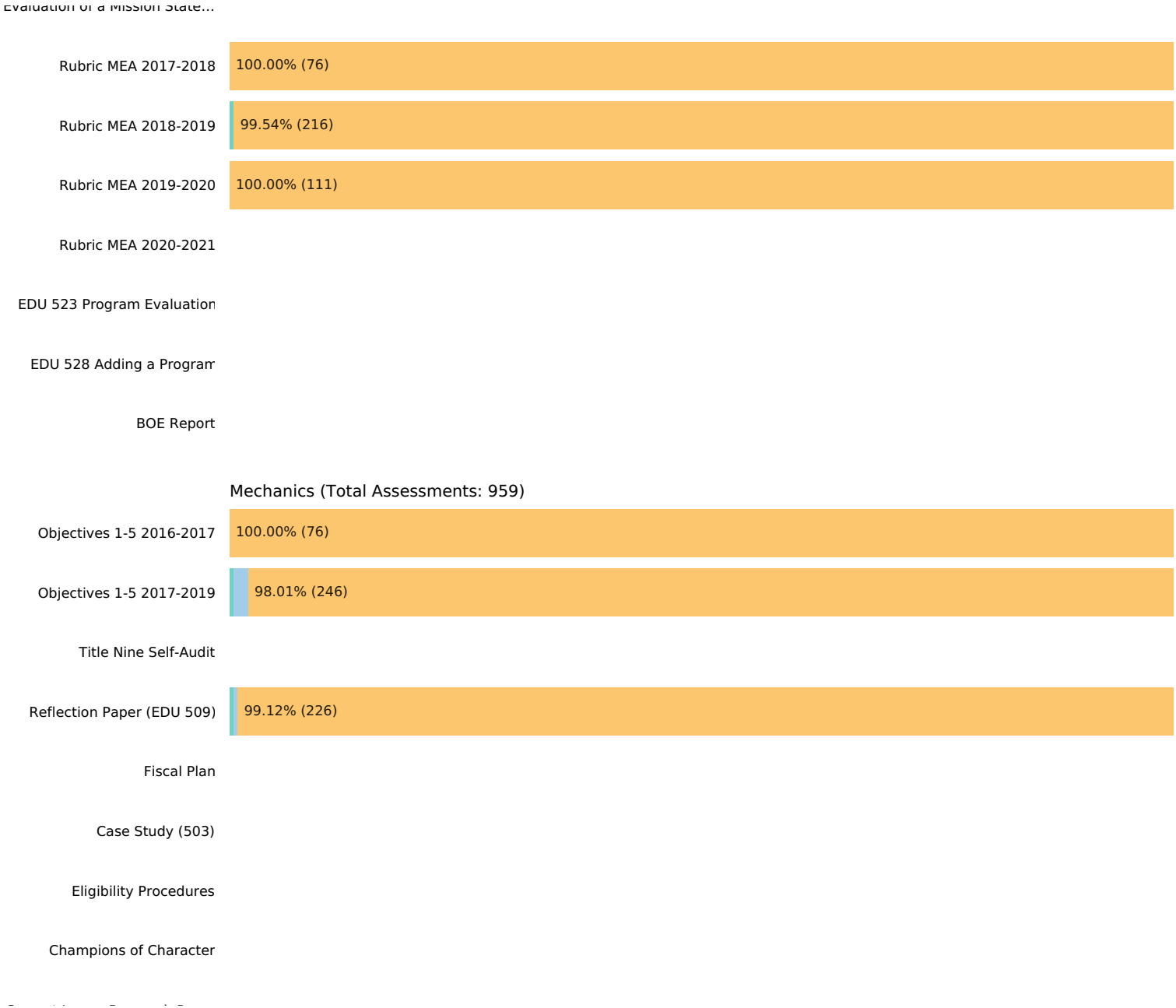
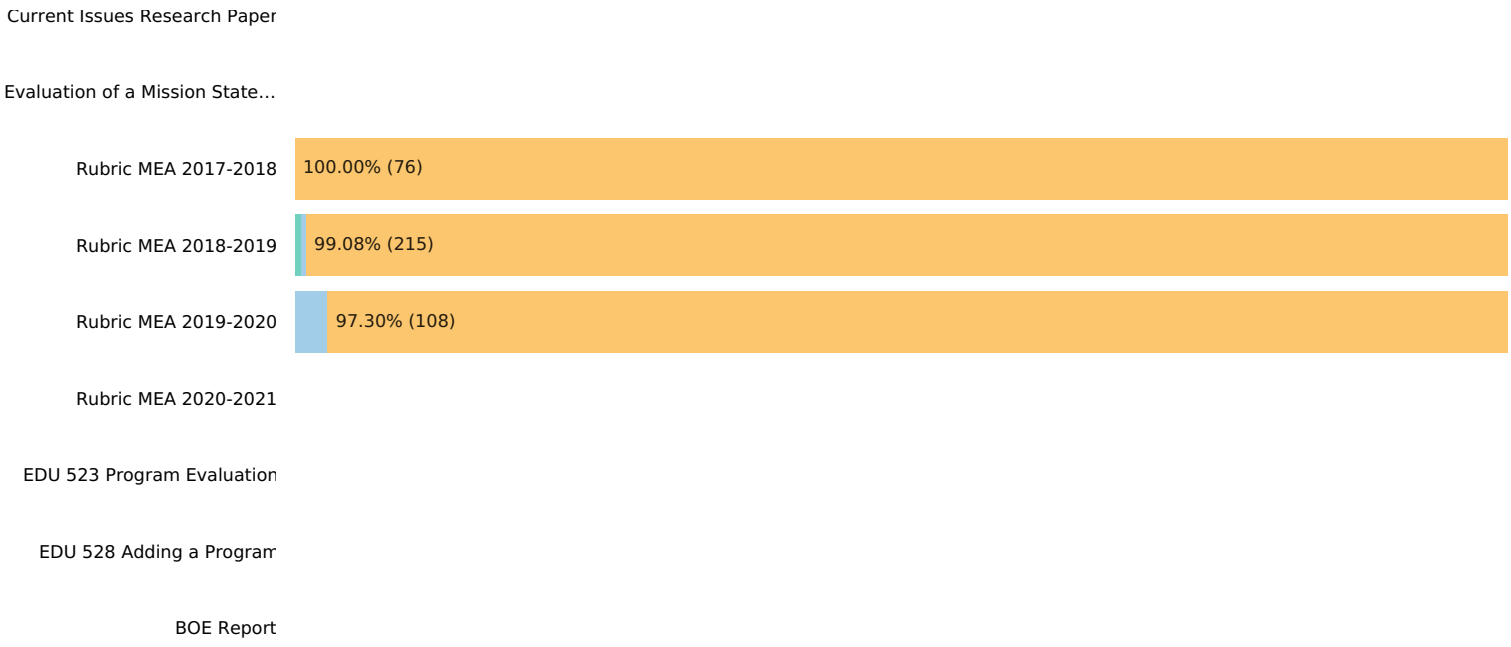
Fiscal Plan
Case Study (503)
Eligibility Procedures
Champions of Character
Current Issues Research Paper


Evaluation of a Mission State...
Rubric MEA 2017-2018
100.00% (76)
Rubric MEA 2018-2019
99.54% (216)
Rubric MEA 2019-2020
100.00% (111)
Rubric MEA 2020-2021
EDU 523 Program Evaluation
EDU 528 Adding a Program
BOE Report
Mechanics (Total Assessments: 959)
Objectives 1-5 2016-2017
100.00% (76)
Objectives 1-5 2017-2019
98.01% (246)
Title Nine Self-Audit
Reflection Paper (EDU 509)
99.12% (226)
Fiscal Plan
Case Study (503)
Eligibility Procedures
Champions of Character



Element	Filter	Developing	Proficient	Exemplary	Mean	Stdev
Content	Objectives 1-5 2016-2017	0.00% (0)	0.00% (0)	100.00% (76)	0.00	0
	Objectives 1-5 2017-2019	0.80% (2)	0.40% (1)	98.80% (248)	0.00	0
	Title Nine Self-Audit	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Reflection Paper (EDU 509)	0.88% (2)	0.44% (1)	98.68% (225)	0.00	0
	Fiscal Plan	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Case Study (503)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

	Eligibility Procedures	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Champions of Character	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Current Issues Research Paper	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Evaluation of a Mission Statement	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2017-2018	0.00% (0)	0.00% (0)	100.00% (76)	0.00	0
	Rubric MEA 2018-2019	0.92% (2)	0.46% (1)	98.62% (214)	0.00	0
	Rubric MEA 2019-2020	0.00% (0)	0.90% (1)	99.10% (110)	0.00	0
	Rubric MEA 2020-2021	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EDU 523 Program Evaluation	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EDU 528 Adding a Program	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Analysis and Application	Objectives 1-5 2016-2017	0.00% (0)	0.00% (0)	100.00% (76)	0.00	0
	Objectives 1-5 2017-2019	0.40% (1)	0.80% (2)	98.80% (248)	0.00	0
	Title Nine Self-Audit	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Reflection Paper (EDU 509)	0.44% (1)	0.88% (2)	98.68% (225)	0.00	0

	Fiscal Plan	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Case Study (503)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Eligibility Procedures	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Champions of Character	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Current Issues Research Paper	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Evaluation of a Mission Statement	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2017-2018	0.00% (0)	0.00% (0)	100.00% (76)	0.00	0
	Rubric MEA 2018-2019	0.46% (1)	0.92% (2)	98.62% (214)	0.00	0
	Rubric MEA 2019-2020	0.00% (0)	0.00% (0)	100.00% (111)	0.00	0
	Rubric MEA 2020-2021	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EDU 523 Program Evaluation	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EDU 528 Adding a Program	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Style	Objectives 1-5 2016-2017	0.00% (0)	0.00% (0)	100.00% (76)	0.00	0
	Objectives 1-5 2017-2019	0.40% (1)	0.00% (0)	99.60% (250)	0.00	0

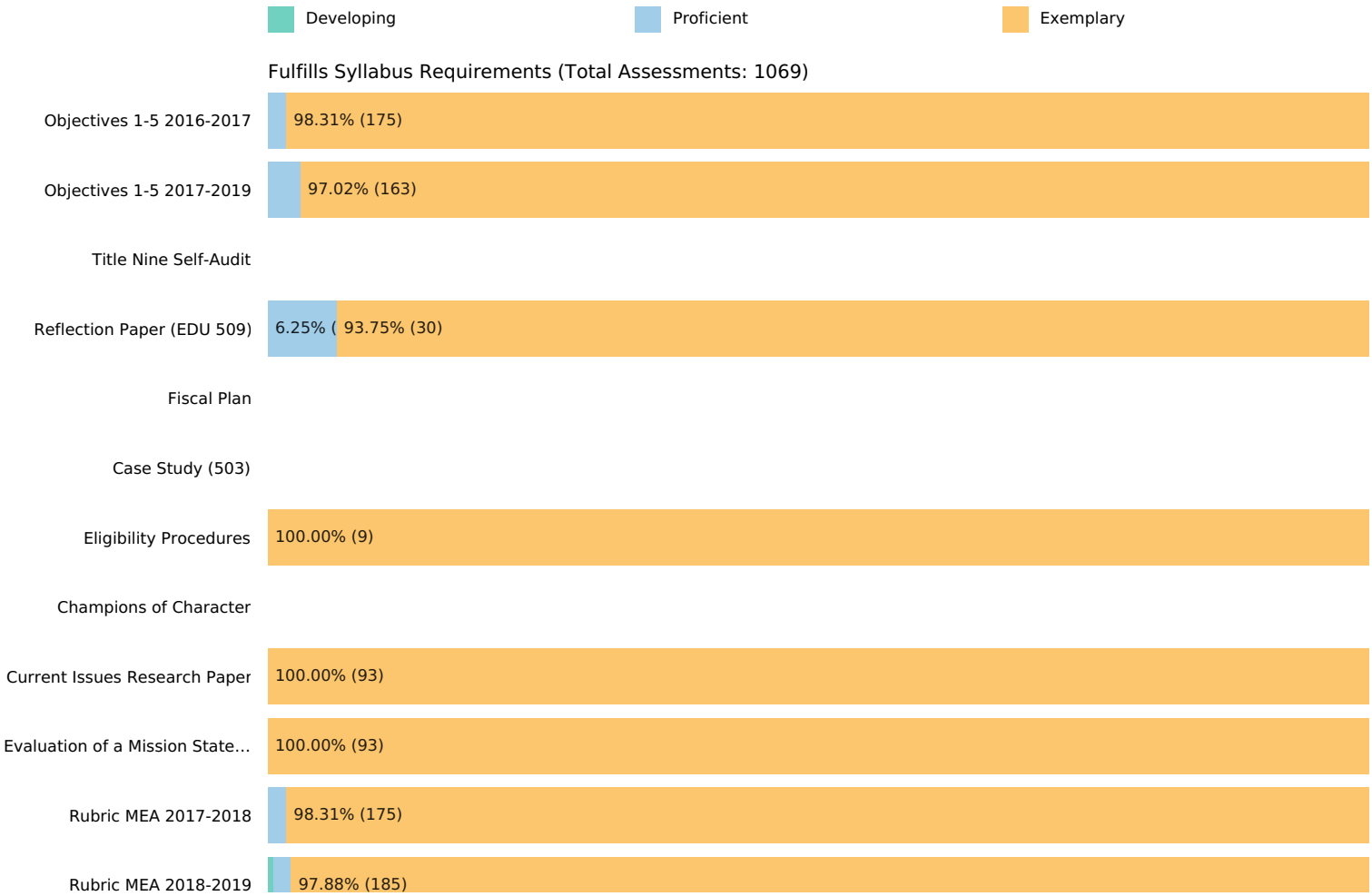
	Title Nine Self-Audit	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Reflection Paper (EDU 509)	0.44% (1)	0.00% (0)	99.56% (227)	0.00	0
	Fiscal Plan	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Case Study (503)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Eligibility Procedures	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Champions of Character	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Current Issues Research Paper	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Evaluation of a Mission Statement	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2017-2018	0.00% (0)	0.00% (0)	100.00% (76)	0.00	0
	Rubric MEA 2018-2019	0.46% (1)	0.00% (0)	99.54% (216)	0.00	0
	Rubric MEA 2019-2020	0.00% (0)	0.00% (0)	100.00% (111)	0.00	0
	Rubric MEA 2020-2021	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EDU 523 Program Evaluation	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EDU 528 Adding a Program	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

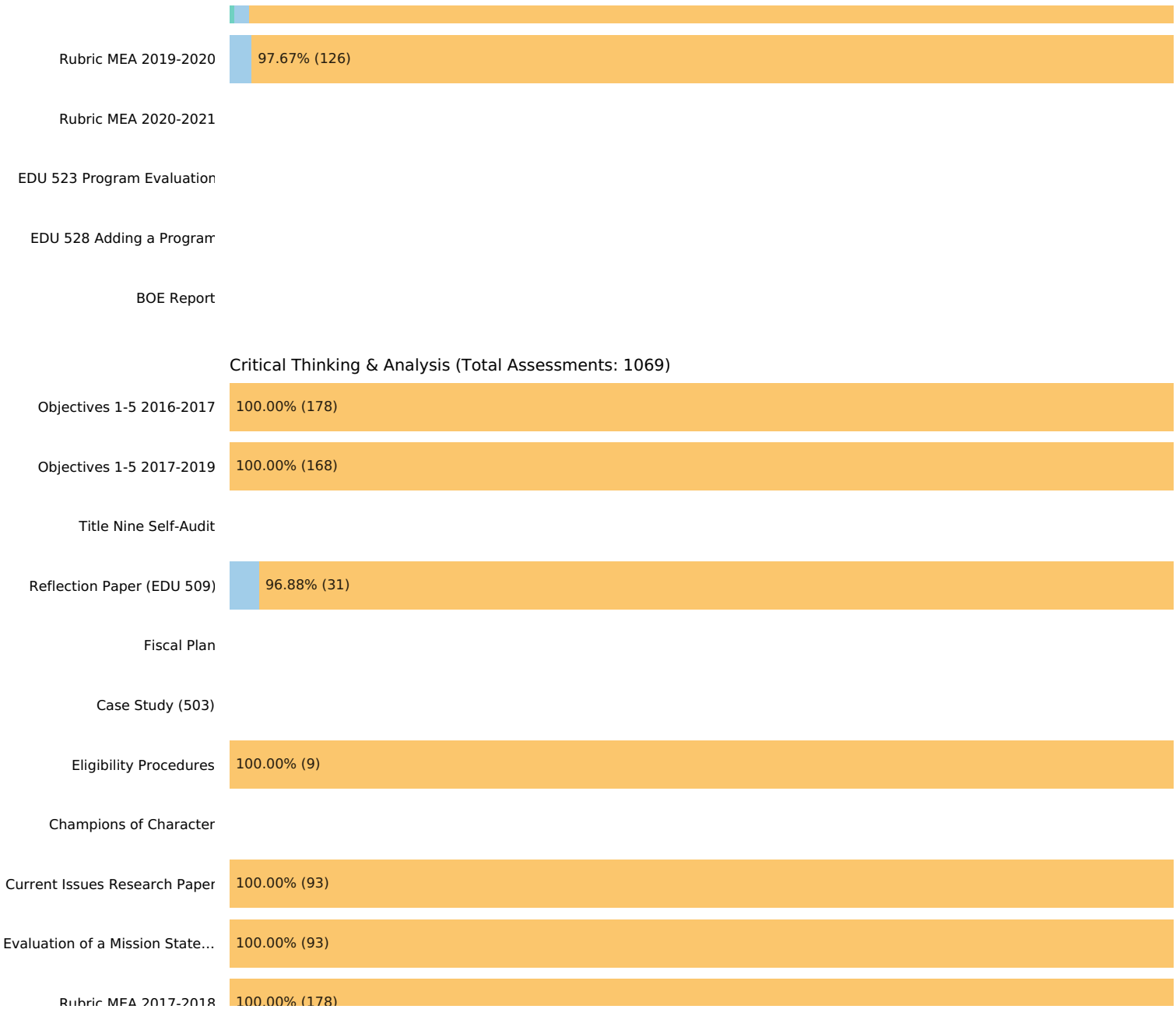
Mechanics	Objectives 1-5 2016-2017	0.00% (0)	0.00% (0)	100.00% (76)	0.00	0
	Objectives 1-5 2017-2019	0.40% (1)	1.59% (4)	98.01% (246)	0.00	0
	Title Nine Self-Audit	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Reflection Paper (EDU 509)	0.44% (1)	0.44% (1)	99.12% (226)	0.00	0
	Fiscal Plan	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Case Study (503)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Eligibility Procedures	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Champions of Character	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Current Issues Research Paper	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Evaluation of a Mission Statement	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2017-2018	0.00% (0)	0.00% (0)	100.00% (76)	0.00	0
	Rubric MEA 2018-2019	0.46% (1)	0.46% (1)	99.08% (215)	0.00	0
	Rubric MEA 2019-2020	0.00% (0)	2.70% (3)	97.30% (108)	0.00	0
	Rubric MEA 2020-2021	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EDU 523 Program Evaluation	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

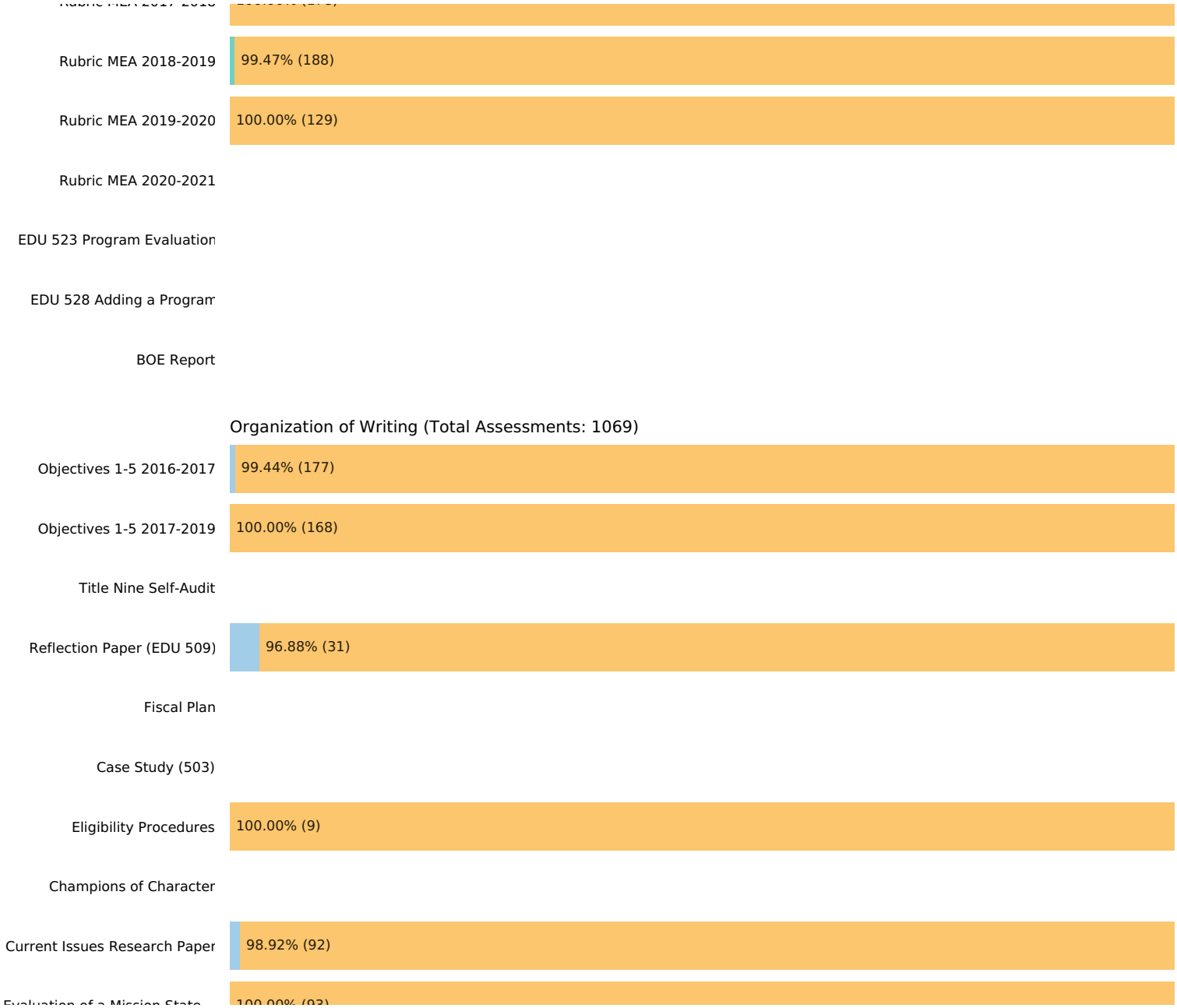
	EDU 528 Adding a Program	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

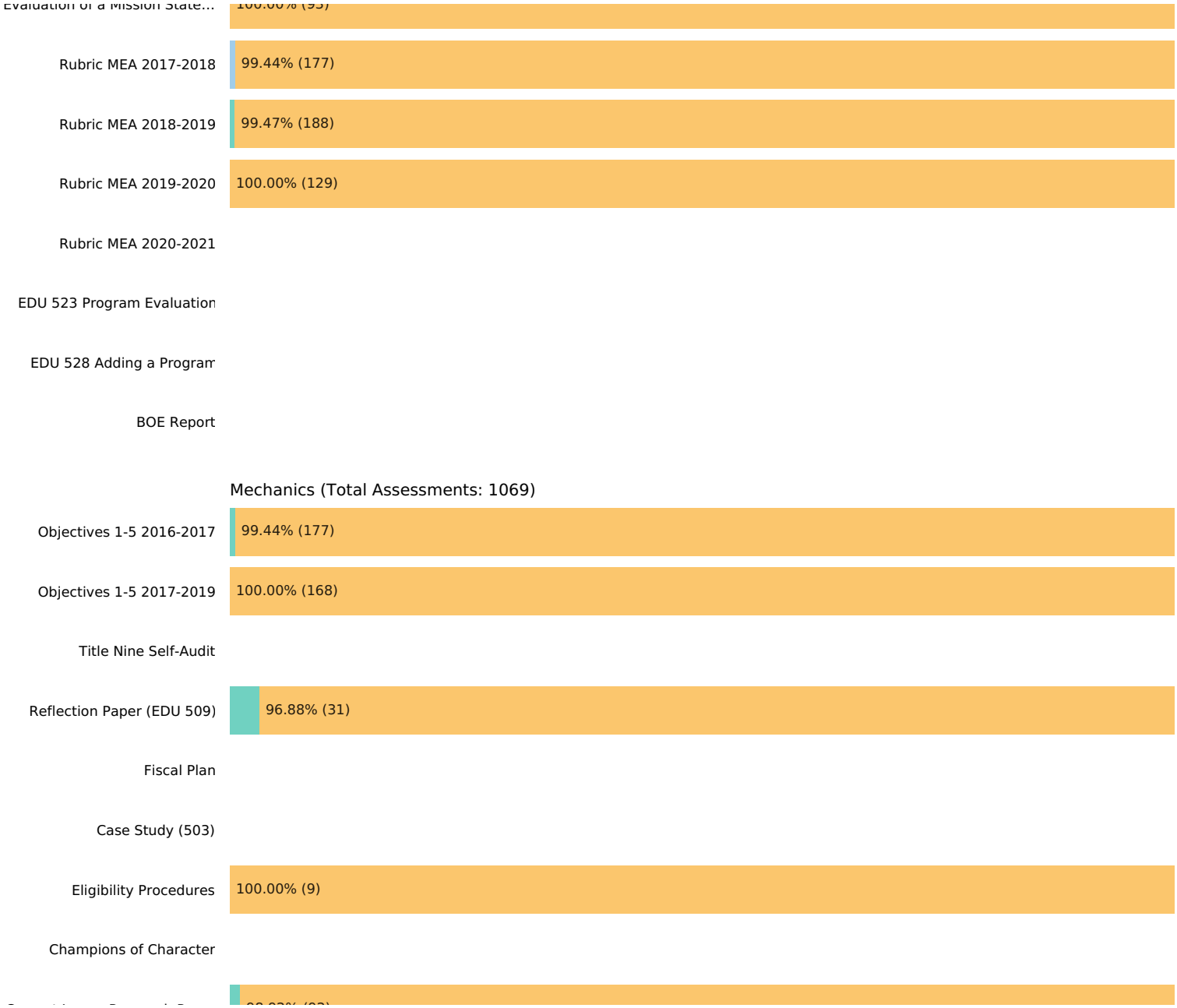
Written 2017

Group by:	Element
Element:	Fulfills Syllabus Requirements / Critical Thinking & Analysis / Organization of Writing / Mechanics
Performance Level:	Developing / Proficient / Exemplary
Standard:	-




Rubric MEA 2019-2020
97.67% (126)
Rubric MEA 2020-2021
EDU 523 Program Evaluation
EDU 528 Adding a Program
BOE Report
Critical Thinking & Analysis (Total Assessments: 1069)
Objectives 1-5 2016-2017
100.00% (178)
Objectives 1-5 2017-2019
100.00% (168)
Title Nine Self-Audit
Reflection Paper (EDU 509)
96.88% (31)
Fiscal Plan
Case Study (503)
Eligibility Procedures
100.00% (9)
Champions of Character
Current Issues Research Paper
100.00% (93)
Evaluation of a Mission State...
100.00% (93)
Rubric MEA 2017-2018
100.00% (178)


Rubric MEA 2018-2019
99.47% (188)
Rubric MEA 2019-2020
100.00% (129)
Rubric MEA 2020-2021
EDU 523 Program Evaluation
EDU 528 Adding a Program
BOE Report
Organization of Writing (Total Assessments: 1069)
Objectives 1-5 2016-2017
99.44% (177)
Objectives 1-5 2017-2019
100.00% (168)
Title Nine Self-Audit
Reflection Paper (EDU 509)
96.88% (31)
Fiscal Plan
Case Study (503)
Eligibility Procedures
100.00% (9)
Champions of Character
Current Issues Research Paper
98.92% (92)


Evaluation of a Mission State...
100.00% (93)
Rubric MEA 2017-2018
99.44% (177)
Rubric MEA 2018-2019
99.47% (188)
Rubric MEA 2019-2020
100.00% (129)
Rubric MEA 2020-2021
EDU 523 Program Evaluation
EDU 528 Adding a Program
BOE Report
Mechanics (Total Assessments: 1069)
Objectives 1-5 2016-2017
99.44% (177)
Objectives 1-5 2017-2019
100.00% (168)
Title Nine Self-Audit
Reflection Paper (EDU 509)
96.88% (31)
Fiscal Plan
Case Study (503)
Eligibility Procedures
100.00% (9)
Champions of Character

Element	Filter	Developing	Proficient	Exemplary	Mean	Stdev
Fulfills Syllabus Requirements	Objectives 1-5 2016-2017	0.00% (0)	1.69% (3)	98.31% (175)	0.00	0
	Objectives 1-5 2017-2019	0.00% (0)	2.98% (5)	97.02% (163)	0.00	0
	Title Nine Self-Audit	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Reflection Paper (EDU 509)	0.00% (0)	6.25% (2)	93.75% (30)	0.00	0
	Fiscal Plan	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Case Study (503)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

	Eligibility Procedures	0.00% (0)	0.00% (0)	100.00% (9)	0.00	0
	Champions of Character	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Current Issues Research Paper	0.00% (0)	0.00% (0)	100.00% (93)	0.00	0
	Evaluation of a Mission Statement	0.00% (0)	0.00% (0)	100.00% (93)	0.00	0
	Rubric MEA 2017-2018	0.00% (0)	1.69% (3)	98.31% (175)	0.00	0
	Rubric MEA 2018-2019	0.53% (1)	1.59% (3)	97.88% (185)	0.00	0
	Rubric MEA 2019-2020	0.00% (0)	2.33% (3)	97.67% (126)	0.00	0
	Rubric MEA 2020-2021	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EDU 523 Program Evaluation	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EDU 528 Adding a Program	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Critical Thinking & Analysis	Objectives 1-5 2016-2017	0.00% (0)	0.00% (0)	100.00% (178)	0.00	0
	Objectives 1-5 2017-2019	0.00% (0)	0.00% (0)	100.00% (168)	0.00	0
	Title Nine Self-Audit	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Reflection Paper (EDU 509)	0.00% (0)	3.13% (1)	96.88% (31)	0.00	0

	Fiscal Plan	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Case Study (503)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Eligibility Procedures	0.00% (0)	0.00% (0)	100.00% (9)	0.00	0
	Champions of Character	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Current Issues Research Paper	0.00% (0)	0.00% (0)	100.00% (93)	0.00	0
	Evaluation of a Mission Statement	0.00% (0)	0.00% (0)	100.00% (93)	0.00	0
	Rubric MEA 2017-2018	0.00% (0)	0.00% (0)	100.00% (178)	0.00	0
	Rubric MEA 2018-2019	0.53% (1)	0.00% (0)	99.47% (188)	0.00	0
	Rubric MEA 2019-2020	0.00% (0)	0.00% (0)	100.00% (129)	0.00	0
	Rubric MEA 2020-2021	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EDU 523 Program Evaluation	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EDU 528 Adding a Program	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Organization of Writing	Objectives 1-5 2016-2017	0.00% (0)	0.56% (1)	99.44% (177)	0.00	0
	Objectives 1-5 2017-2019	0.00% (0)	0.00% (0)	100.00% (168)	0.00	0

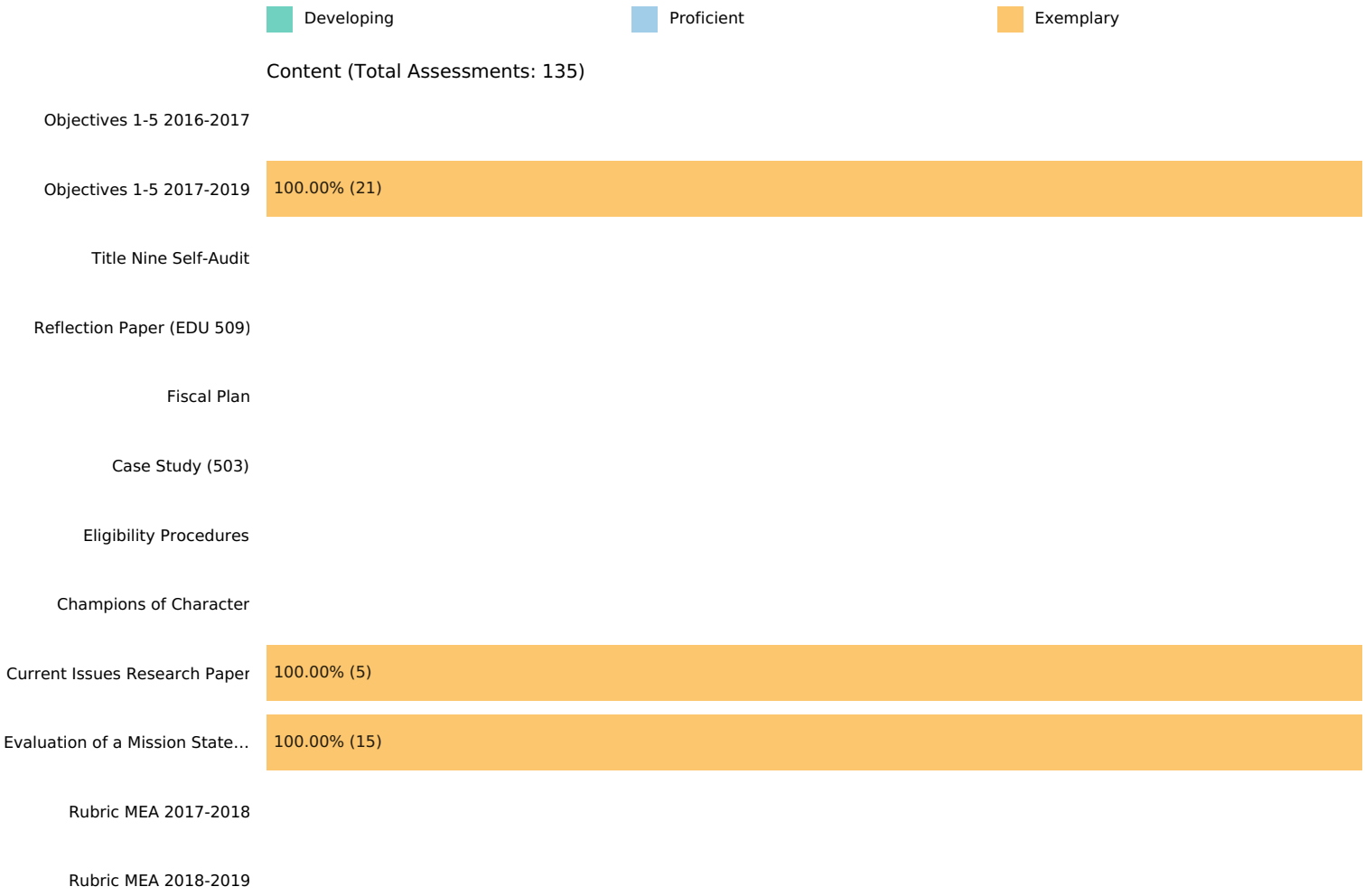
Title Nine Self-Audit	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Reflection Paper (EDU 509)	0.00% (0)	3.13% (1)	96.88% (31)	0.00	0
Fiscal Plan	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Case Study (503)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Eligibility Procedures	0.00% (0)	0.00% (0)	100.00% (9)	0.00	0
Champions of Character	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Current Issues Research Paper	0.00% (0)	1.08% (1)	98.92% (92)	0.00	0
Evaluation of a Mission Statement	0.00% (0)	0.00% (0)	100.00% (93)	0.00	0
Rubric MEA 2017-2018	0.00% (0)	0.56% (1)	99.44% (177)	0.00	0
Rubric MEA 2018-2019	0.53% (1)	0.00% (0)	99.47% (188)	0.00	0
Rubric MEA 2019-2020	0.00% (0)	0.00% (0)	100.00% (129)	0.00	0
Rubric MEA 2020-2021	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
EDU 523 Program Evaluation	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
EDU 528 Adding a Program	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

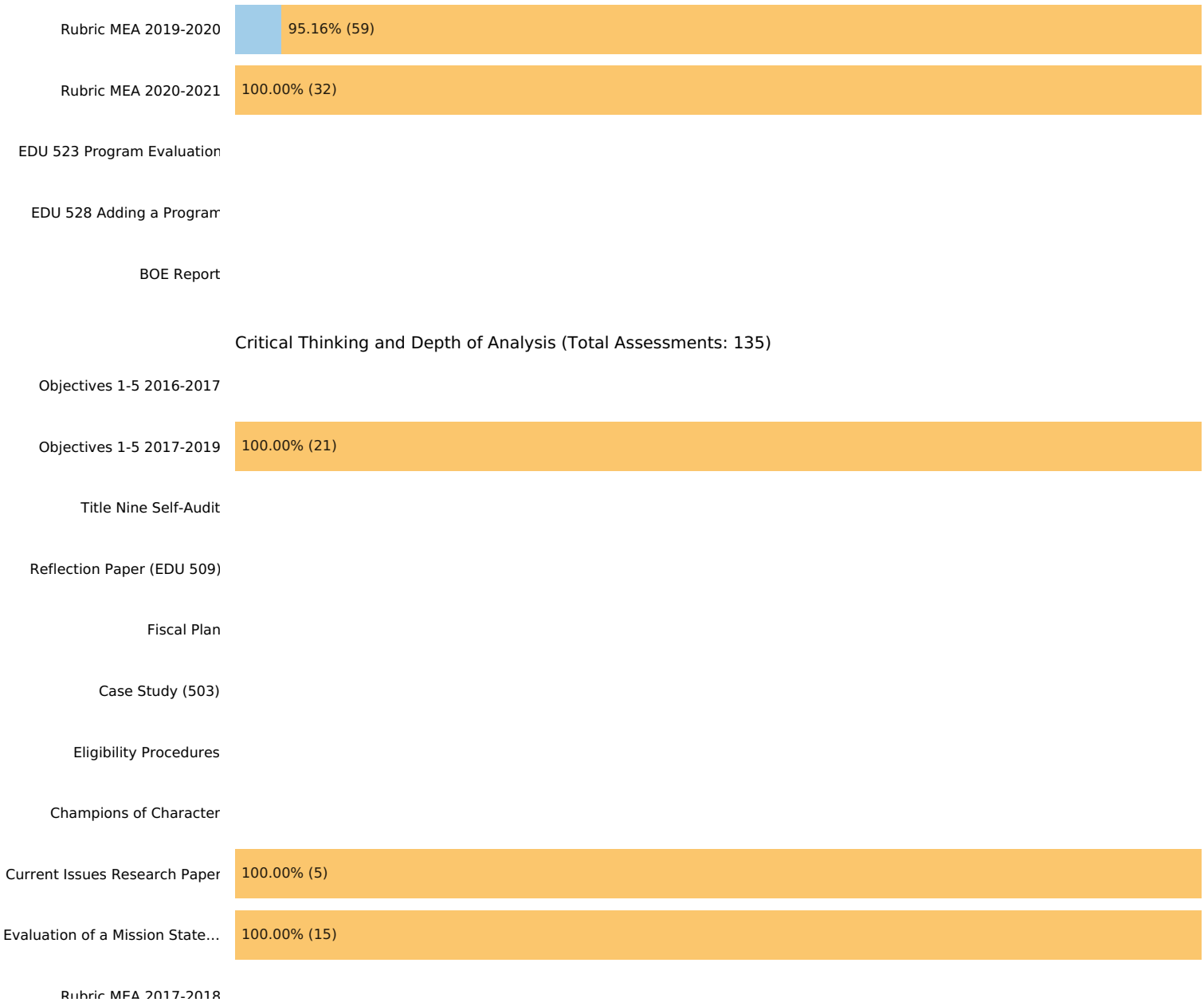
Mechanics	Objectives 1-5 2016-2017	0.56% (1)	0.00% (0)	99.44% (177)	0.00	0
	Objectives 1-5 2017-2019	0.00% (0)	0.00% (0)	100.00% (168)	0.00	0
	Title Nine Self-Audit	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Reflection Paper (EDU 509)	3.13% (1)	0.00% (0)	96.88% (31)	0.00	0
	Fiscal Plan	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Case Study (503)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Eligibility Procedures	0.00% (0)	0.00% (0)	100.00% (9)	0.00	0
	Champions of Character	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Current Issues Research Paper	1.08% (1)	0.00% (0)	98.92% (92)	0.00	0
	Evaluation of a Mission Statement	0.00% (0)	0.00% (0)	100.00% (93)	0.00	0
	Rubric MEA 2017-2018	0.56% (1)	0.00% (0)	99.44% (177)	0.00	0
	Rubric MEA 2018-2019	0.53% (1)	0.00% (0)	99.47% (188)	0.00	0
	Rubric MEA 2019-2020	0.00% (0)	0.00% (0)	100.00% (129)	0.00	0
	Rubric MEA 2020-2021	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EDU 523 Program Evaluation	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

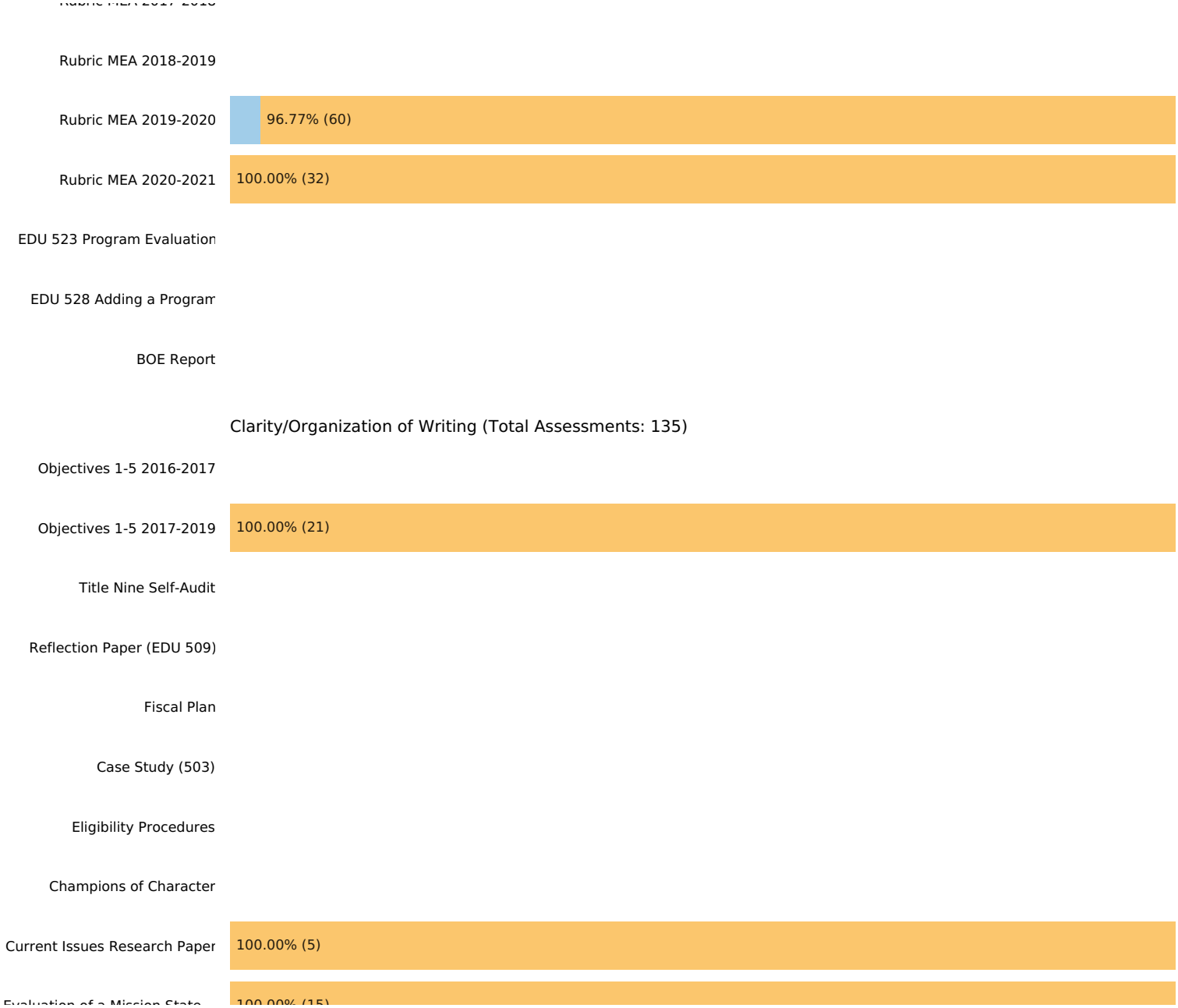
	EDU 528 Adding a Program	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

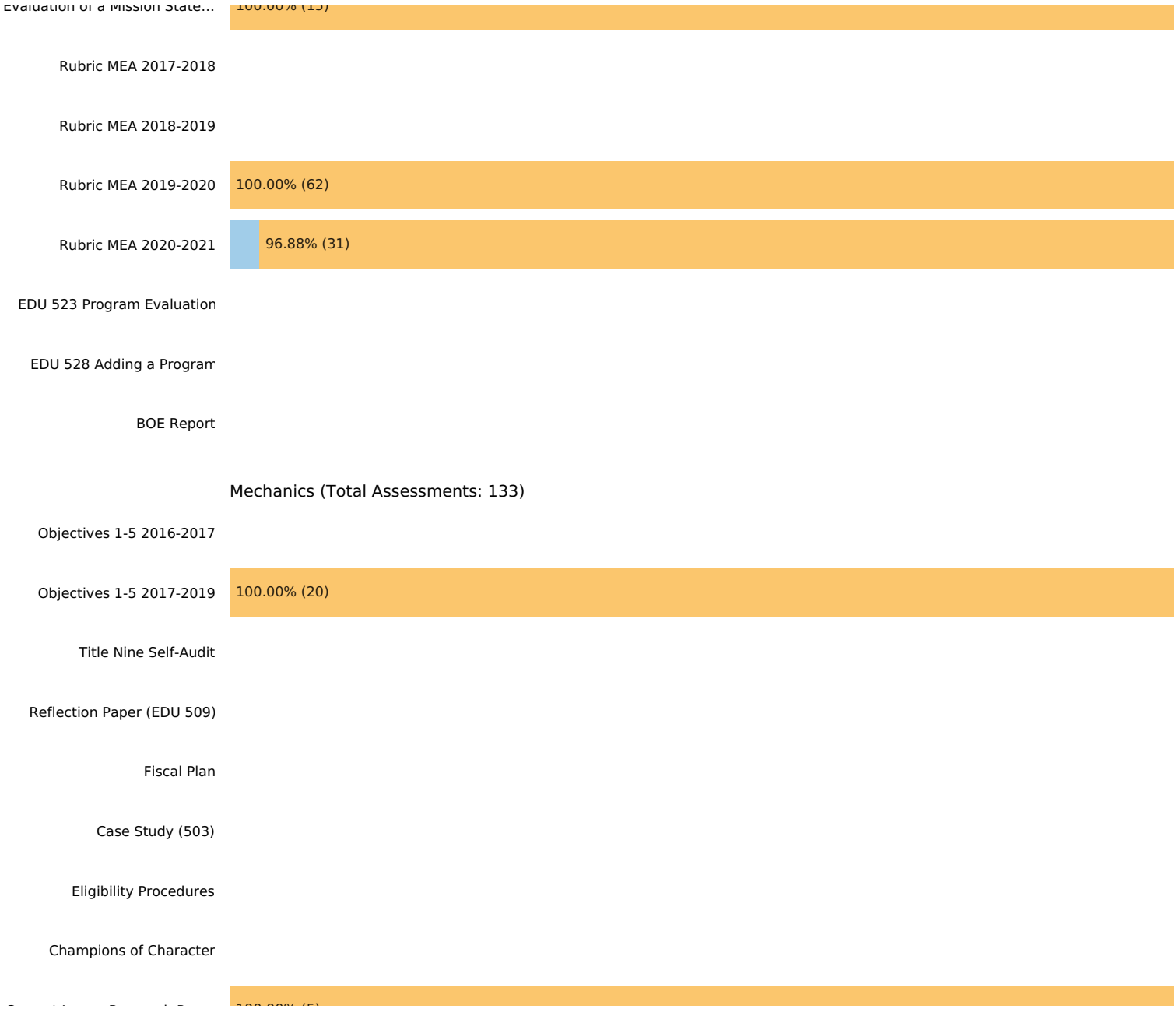
Education Rubric (2019)

Group by:	Element
Element:	Content / Critical Thinking and Depth of Analysis / Clarity/Organization of Writing / Mechanics
Performance Level:	Developing / Proficient / Exemplary
Standard:	-




Rubric MEA 2019-2020
95.16% (59)
Rubric MEA 2020-2021
100.00% (32)
EDU 523 Program Evaluation
EDU 528 Adding a Program
BOE Report
Critical Thinking and Depth of Analysis (Total Assessments: 135)
Objectives 1-5 2016-2017
Objectives 1-5 2017-2019
100.00% (21)
Title Nine Self-Audit
Reflection Paper (EDU 509)
Fiscal Plan
Case Study (503)
Eligibility Procedures
Champions of Character
Current Issues Research Paper
100.00% (5)
Evaluation of a Mission State...
100.00% (15)
Rubric MEA 2017-2018


Rubric MEA 2018-2019
Rubric MEA 2019-2020
96.77% (60)
Rubric MEA 2020-2021
100.00% (32)
EDU 523 Program Evaluation
EDU 528 Adding a Program
BOE Report
Clarity/Organization of Writing (Total Assessments: 135)
Objectives 1-5 2016-2017
Objectives 1-5 2017-2019
100.00% (21)
Title Nine Self-Audit
Reflection Paper (EDU 509)
Fiscal Plan
Case Study (503)
Eligibility Procedures
Champions of Character
Current Issues Research Paper
100.00% (5)
100.00% (15)


Evaluation of a Mission State...
100.00% (15)
Rubric MEA 2017-2018
Rubric MEA 2018-2019
Rubric MEA 2019-2020
100.00% (62)
Rubric MEA 2020-2021
96.88% (31)
EDU 523 Program Evaluation
EDU 528 Adding a Program
BOE Report
Mechanics (Total Assessments: 133)
Objectives 1-5 2016-2017
Objectives 1-5 2017-2019
100.00% (20)
Title Nine Self-Audit
Reflection Paper (EDU 509)
Fiscal Plan
Case Study (503)
Eligibility Procedures
Champions of Character

Element	Filter	Developing	Proficient	Exemplary	Mean	Stdev
Content	Objectives 1-5 2016-2017	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Objectives 1-5 2017-2019	0.00% (0)	0.00% (0)	100.00% (21)	0.00	0
	Title Nine Self-Audit	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Reflection Paper (EDU 509)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Fiscal Plan	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Case Study (503)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

	Eligibility Procedures	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Champions of Character	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Current Issues Research Paper	0.00% (0)	0.00% (0)	100.00% (5)	0.00	0
	Evaluation of a Mission Statement	0.00% (0)	0.00% (0)	100.00% (15)	0.00	0
	Rubric MEA 2017-2018	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2018-2019	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2019-2020	0.00% (0)	4.84% (3)	95.16% (59)	0.00	0
	Rubric MEA 2020-2021	0.00% (0)	0.00% (0)	100.00% (32)	0.00	0
	EDU 523 Program Evaluation	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EDU 528 Adding a Program	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Critical Thinking and Depth of Analysis	Objectives 1-5 2016-2017	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Objectives 1-5 2017-2019	0.00% (0)	0.00% (0)	100.00% (21)	0.00	0
	Title Nine Self-Audit	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Reflection Paper (EDU 509)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

	Fiscal Plan	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Case Study (503)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Eligibility Procedures	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Champions of Character	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Current Issues Research Paper	0.00% (0)	0.00% (0)	100.00% (5)	0.00	0
	Evaluation of a Mission Statement	0.00% (0)	0.00% (0)	100.00% (15)	0.00	0
	Rubric MEA 2017-2018	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2018-2019	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2019-2020	0.00% (0)	3.23% (2)	96.77% (60)	0.00	0
	Rubric MEA 2020-2021	0.00% (0)	0.00% (0)	100.00% (32)	0.00	0
	EDU 523 Program Evaluation	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	EDU 528 Adding a Program	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Clarity/Organization of Writing	Objectives 1-5 2016-2017	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Objectives 1-5 2017-2019	0.00% (0)	0.00% (0)	100.00% (21)	0.00	0

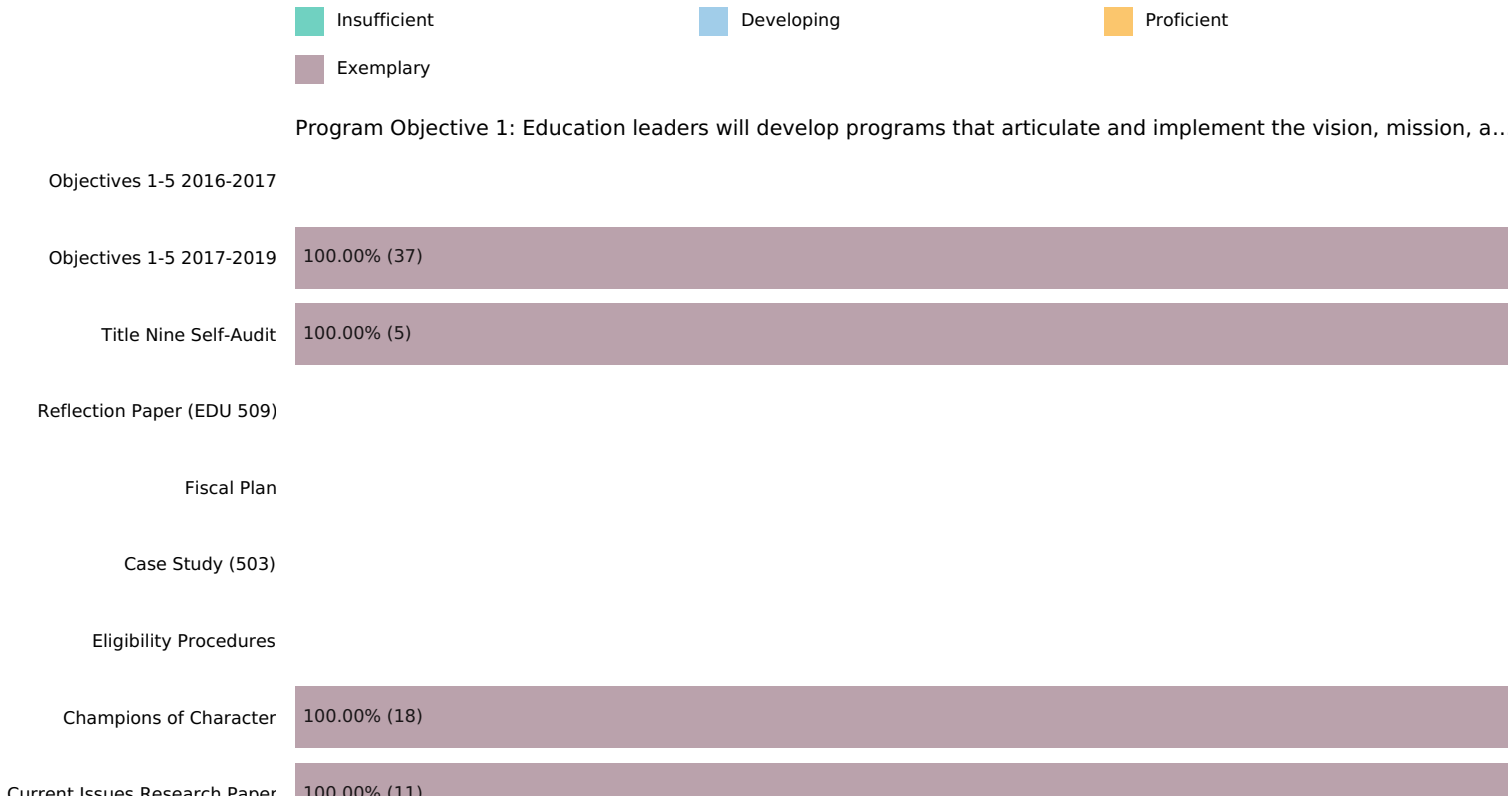
Title Nine Self-Audit	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Reflection Paper (EDU 509)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Fiscal Plan	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Case Study (503)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Eligibility Procedures	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Champions of Character	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Current Issues Research Paper	0.00% (0)	0.00% (0)	100.00% (5)	0.00	0
Evaluation of a Mission Statement	0.00% (0)	0.00% (0)	100.00% (15)	0.00	0
Rubric MEA 2017-2018	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Rubric MEA 2018-2019	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Rubric MEA 2019-2020	0.00% (0)	0.00% (0)	100.00% (62)	0.00	0
Rubric MEA 2020-2021	0.00% (0)	3.13% (1)	96.88% (31)	0.00	0
EDU 523 Program Evaluation	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
EDU 528 Adding a Program	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

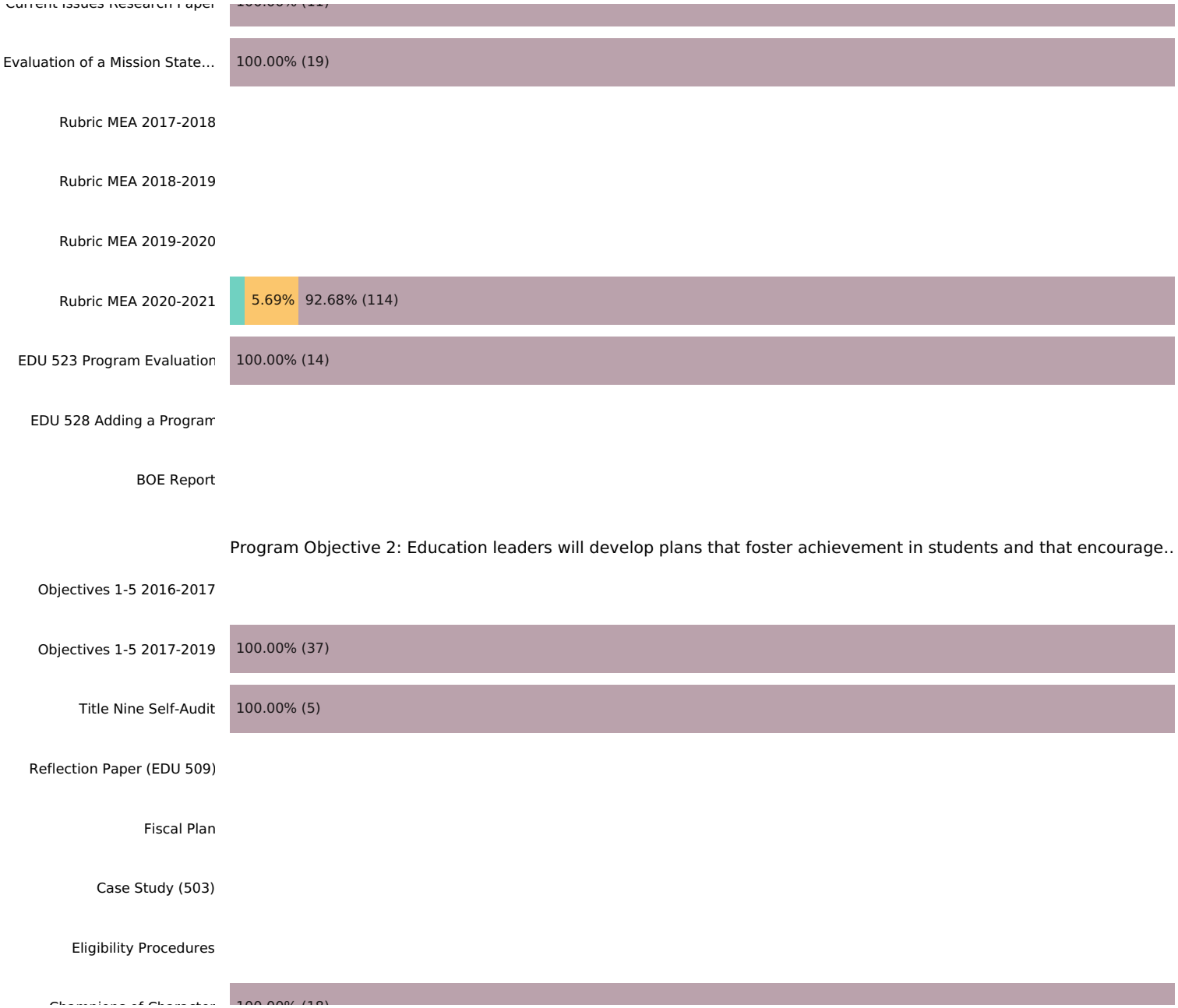
Mechanics	Objectives 1-5 2016-2017	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Objectives 1-5 2017-2019	0.00% (0)	0.00% (0)	100.00% (20)	0.00	0
	Title Nine Self-Audit	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Reflection Paper (EDU 509)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Fiscal Plan	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Case Study (503)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Eligibility Procedures	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Champions of Character	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Current Issues Research Paper	0.00% (0)	0.00% (0)	100.00% (5)	0.00	0
	Evaluation of a Mission Statement	0.00% (0)	0.00% (0)	100.00% (15)	0.00	0
	Rubric MEA 2017-2018	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2018-2019	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2019-2020	0.00% (0)	0.00% (0)	100.00% (61)	0.00	0
	Rubric MEA 2020-2021	0.00% (0)	0.00% (0)	100.00% (32)	0.00	0
	EDU 523 Program Evaluation	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

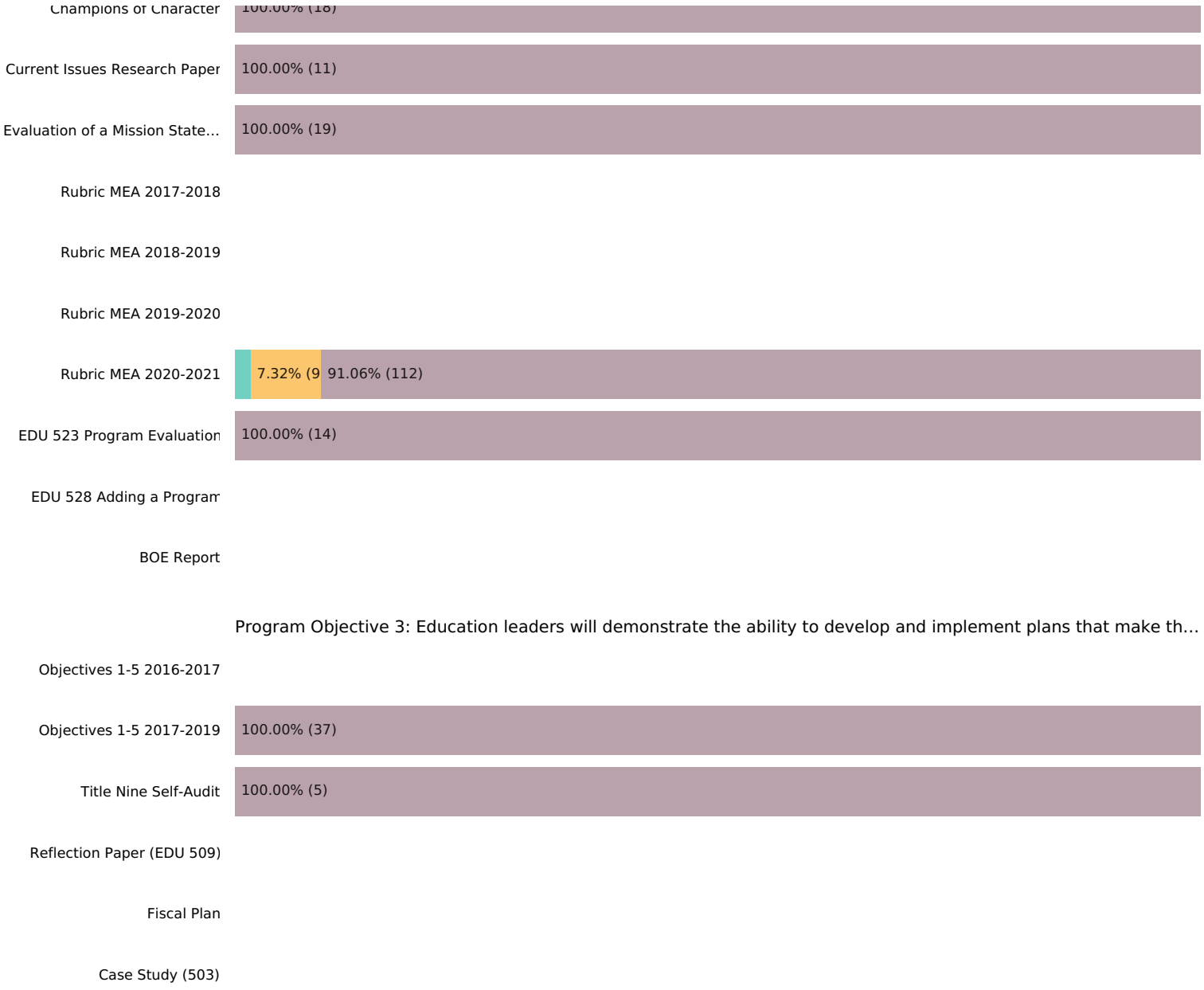
	EDU 528 Adding a Program	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

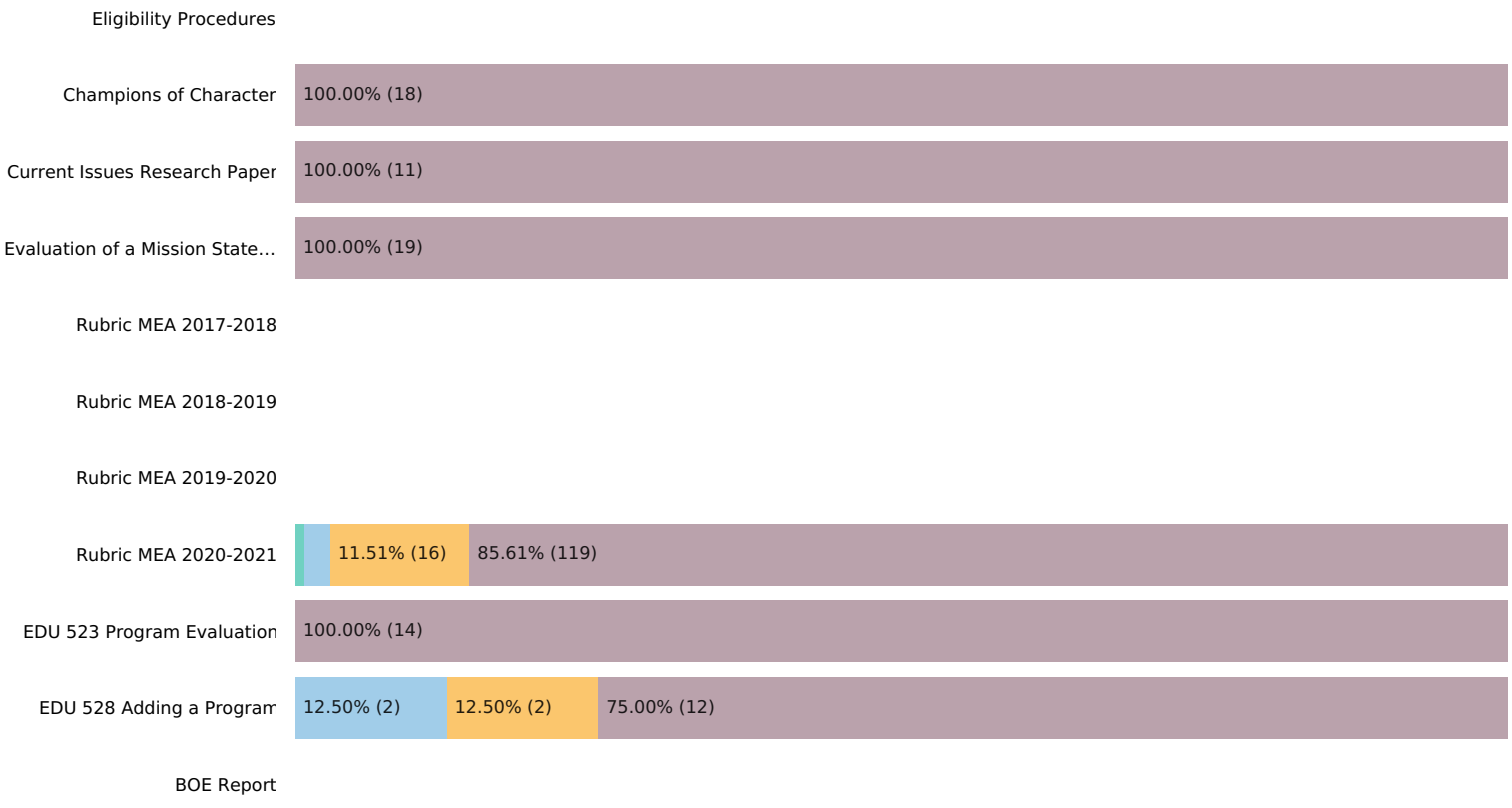
Online MEA Athletic Administration Program Objectives Rubric

Group by:	Element
Element:	Program Objective 1: Education leaders will develop programs that articulate and implement the vision, mission, and goals of school districts. / Program Objective 2: Education leaders will develop plans that foster achievement in students and that encourage the professional development of staff. / Program Objective 3: Education leaders will demonstrate the ability to develop and implement plans that make the best use of organizational resources. / Program Objective 4: Education leaders will demonstrate the ability to work with community partners, family members, and others to create and maintain positive programs. / Program Objective 5: Education leaders will work with all stakeholders but most especially students to make decisions in ethical ways to maintain the integrity of their position.
Performance Level:	Insufficient / Developing / Proficient / Exemplary
Standard:	-

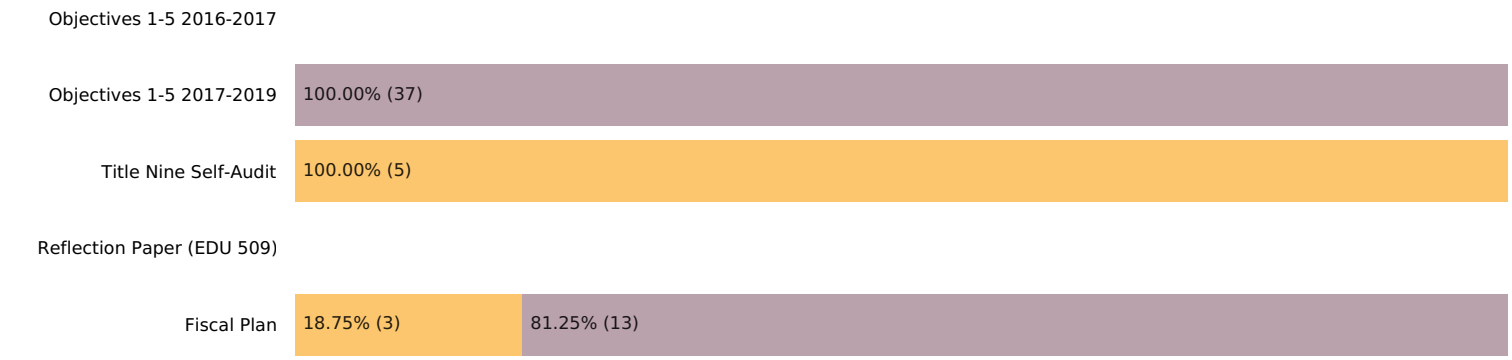


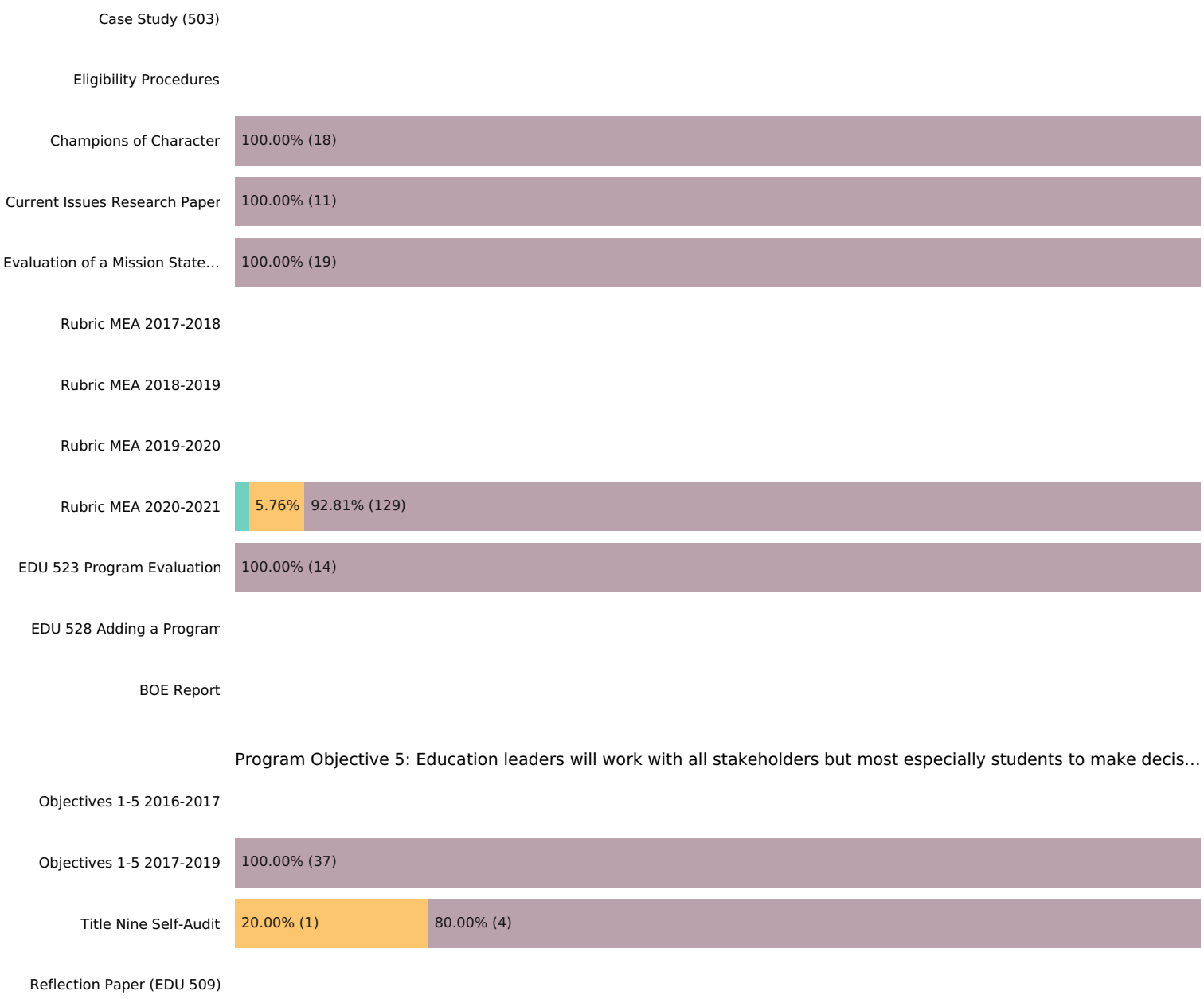

Current Issues Research Paper
100.00% (11)
Evaluation of a Mission State...
100.00% (19)
Rubric MEA 2017-2018
Rubric MEA 2018-2019
Rubric MEA 2019-2020
Rubric MEA 2020-2021
5.69%
92.68% (114)
EDU 523 Program Evaluation
100.00% (14)
EDU 528 Adding a Program
BOE Report
Program Objective 2: Education leaders will develop plans that foster achievement in students and that encourage..
Objectives 1-5 2016-2017
Objectives 1-5 2017-2019
100.00% (37)
Title Nine Self-Audit
100.00% (5)
Reflection Paper (EDU 509)
Fiscal Plan
Case Study (503)
Eligibility Procedures
Champions of Character
100.00% (18)

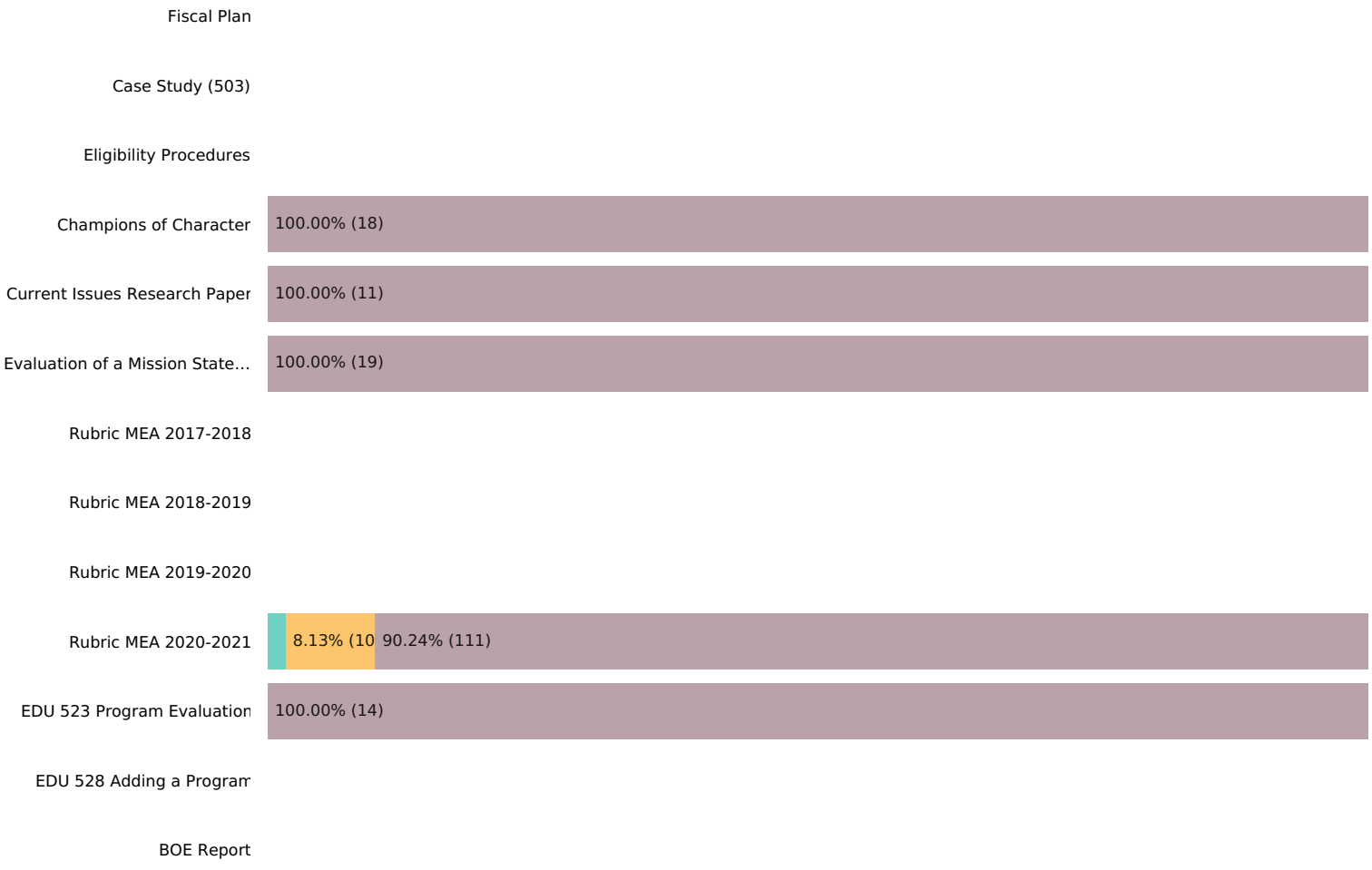

Champions of Character
100.00% (18)
Current Issues Research Paper
100.00% (11)
Evaluation of a Mission State...
100.00% (19)
Rubric MEA 2017-2018
Rubric MEA 2018-2019
Rubric MEA 2019-2020
Rubric MEA 2020-2021
7.32% (9
91.06% (112)
EDU 523 Program Evaluation
100.00% (14)
EDU 528 Adding a Program
BOE Report
Program Objective 3: Education leaders will demonstrate the ability to develop and implement plans that make th...
Objectives 1-5 2016-2017
Objectives 1-5 2017-2019
100.00% (37)
Title Nine Self-Audit
100.00% (5)
Reflection Paper (EDU 509)
Fiscal Plan
Case Study (503)



Program Objective 4: Education leaders will demonstrate the ability to work with community partners, family mem..




Case Study (503)
Eligibility Procedures
Champions of Character
100.00% (18)
Current Issues Research Paper
100.00% (11)
Evaluation of a Mission State...
100.00% (19)
Rubric MEA 2017-2018
Rubric MEA 2018-2019
Rubric MEA 2019-2020
Rubric MEA 2020-2021
5.76%
92.81% (129)
EDU 523 Program Evaluation
100.00% (14)
EDU 528 Adding a Program
BOE Report
Program Objective 5: Education leaders will work with all stakeholders but most especially students to make decis...
Objectives 1-5 2016-2017
Objectives 1-5 2017-2019
100.00% (37)
Title Nine Self-Audit
20.00% (1)
80.00% (4)
Reflection Paper (EDU 509)



Element	Filter	Insufficient	Developing	Proficient	Exemplary	Mean	Stdev

Program Objective 1: Education leaders will develop programs that articulate and implement the vision, mission, and goals of school districts.	Objectives 1-5 2016-2017	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Objectives 1-5 2017-2019	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (37)	0.00	0
	Title Nine Self-Audit	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (5)	0.00	0
	Reflection Paper (EDU 509)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Fiscal Plan	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Case Study (503)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Eligibility Procedures	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Champions of Character	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (18)	0.00	0
	Current Issues Research Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (11)	0.00	0
	Evaluation of a Mission Statement	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (19)	0.00	0
	Rubric MEA 2017-2018	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2018-2019	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

	Rubric MEA 2019-2020	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2020-2021	1.63% (2)	0.00% (0)	5.69% (7)	92.68% (114)	0.00	0
	EDU 523 Program Evaluation	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (14)	0.00	0
	EDU 528 Adding a Program	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Program Objective 2: Education leaders will develop plans that foster achievement in students and that encourage the professional development of staff.	Objectives 1-5 2016-2017	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Objectives 1-5 2017-2019	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (37)	0.00	0
	Title Nine Self-Audit	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (5)	0.00	0
	Reflection Paper (EDU 509)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Fiscal Plan	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Case Study (503)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Eligibility Procedures	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

	Champions of Character	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (18)	0.00	0
	Current Issues Research Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (11)	0.00	0
	Evaluation of a Mission Statement	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (19)	0.00	0
	Rubric MEA 2017-2018	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2018-2019	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2019-2020	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2020-2021	1.63% (2)	0.00% (0)	7.32% (9)	91.06% (112)	0.00	0
	EDU 523 Program Evaluation	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (14)	0.00	0
	EDU 528 Adding a Program	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Program Objective 3: Education leaders will demonstrate the ability to develop and implement plans that make the best use of organizational resources.	Objectives 1-5 2016-2017	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

Objectives 1-5 2017-2019	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (37)	0.00	0
Title Nine Self-Audit	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (5)	0.00	0
Reflection Paper (EDU 509)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Fiscal Plan	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Case Study (503)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Eligibility Procedures	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Champions of Character	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (18)	0.00	0
Current Issues Research Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (11)	0.00	0
Evaluation of a Mission Statement	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (19)	0.00	0
Rubric MEA 2017-2018	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Rubric MEA 2018-2019	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Rubric MEA 2019-2020	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Rubric MEA 2020-2021	0.72% (1)	2.16% (3)	11.51% (16)	85.61% (119)	0.00	0
EDU 523 Program Evaluation	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (14)	0.00	0

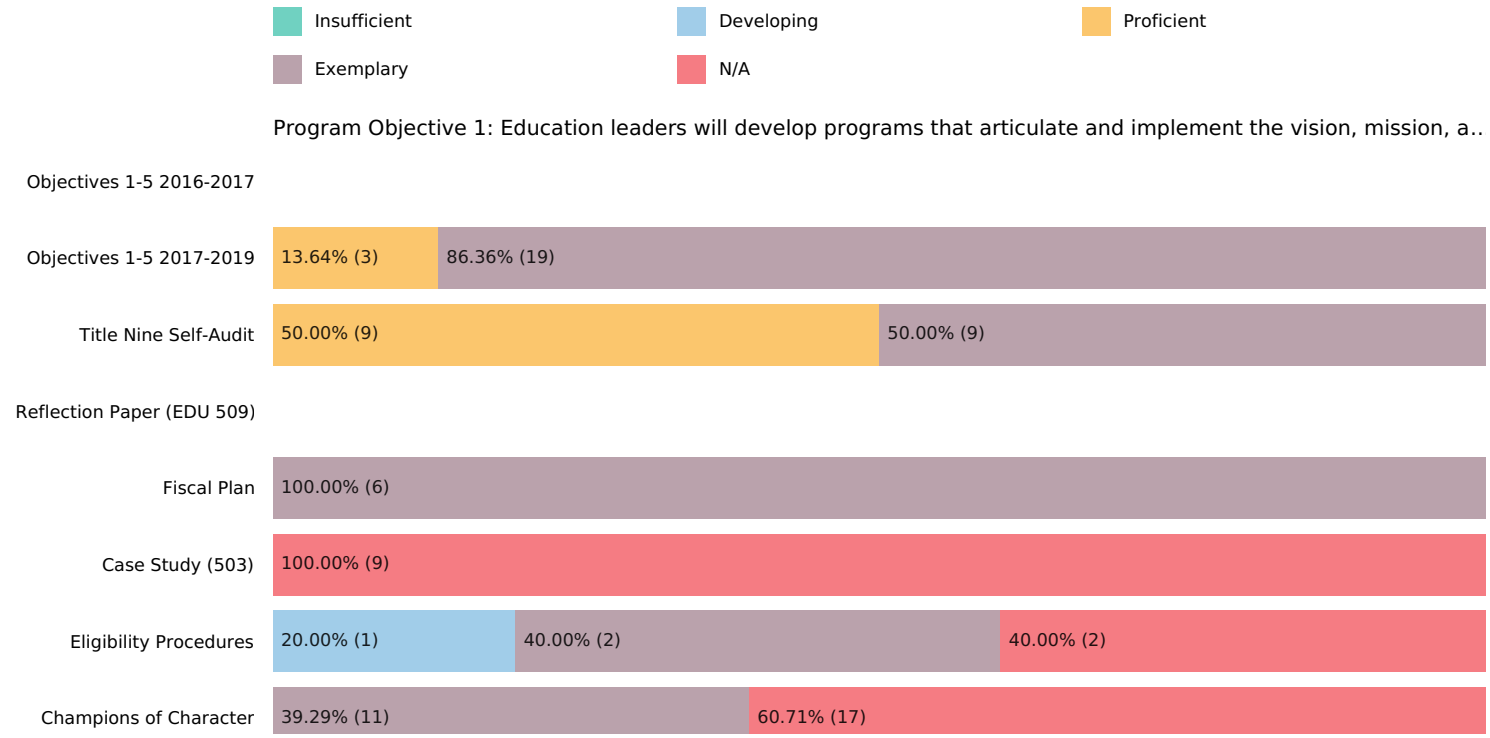
	EDU 528 Adding a Program	0.00% (0)	12.50% (2)	12.50% (2)	75.00% (12)	0.00	0
	BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Program Objective 4: Education leaders will demonstrate the ability to work with community partners, family members, and others to create and maintain positive programs.	Objectives 1-5 2016-2017	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Objectives 1-5 2017-2019	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (37)	0.00	0
	Title Nine Self-Audit	0.00% (0)	0.00% (0)	100.00% (5)	0.00% (0)	0.00	0
	Reflection Paper (EDU 509)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Fiscal Plan	0.00% (0)	0.00% (0)	18.75% (3)	81.25% (13)	0.00	0
	Case Study (503)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Eligibility Procedures	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Champions of Character	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (18)	0.00	0
	Current Issues Research Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (11)	0.00	0
	Evaluation of a Mission Statement	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (19)	0.00	0

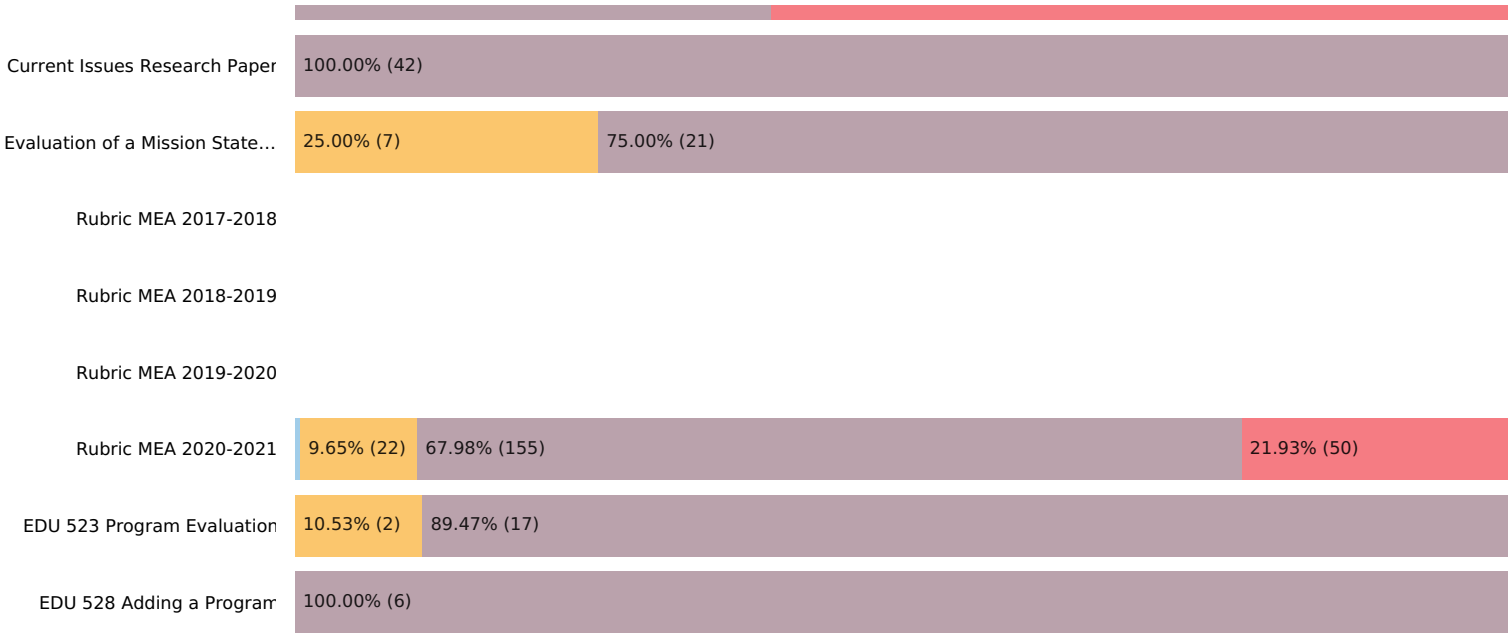
	Rubric MEA 2017-2018	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2018-2019	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2019-2020	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2020-2021	1.44% (2)	0.00% (0)	5.76% (8)	92.81% (129)	0.00	0
	EDU 523 Program Evaluation	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (14)	0.00	0
	EDU 528 Adding a Program	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Program Objective 5: Education leaders will work with all stakeholders but most especially students to make decisions in ethical ways to maintain the integrity of their position.	Objectives 1-5 2016-2017	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Objectives 1-5 2017-2019	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (37)	0.00	0
	Title Nine Self-Audit	0.00% (0)	0.00% (0)	20.00% (1)	80.00% (4)	0.00	0
	Reflection Paper (EDU 509)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

Fiscal Plan	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Case Study (503)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Eligibility Procedures	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Champions of Character	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (18)	0.00	0
Current Issues Research Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (11)	0.00	0
Evaluation of a Mission Statement	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (19)	0.00	0
Rubric MEA 2017-2018	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Rubric MEA 2018-2019	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Rubric MEA 2019-2020	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Rubric MEA 2020-2021	1.63% (2)	0.00% (0)	8.13% (10)	90.24% (111)	0.00	0
EDU 523 Program Evaluation	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (14)	0.00	0
EDU 528 Adding a Program	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

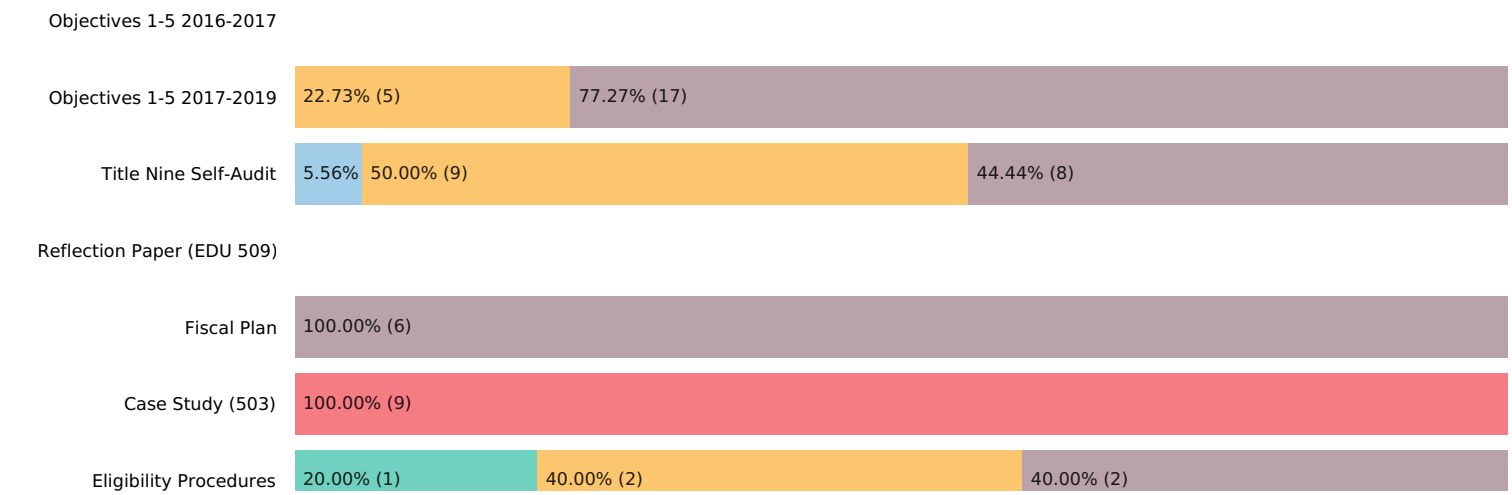
Online MEA Program Objective Rubric

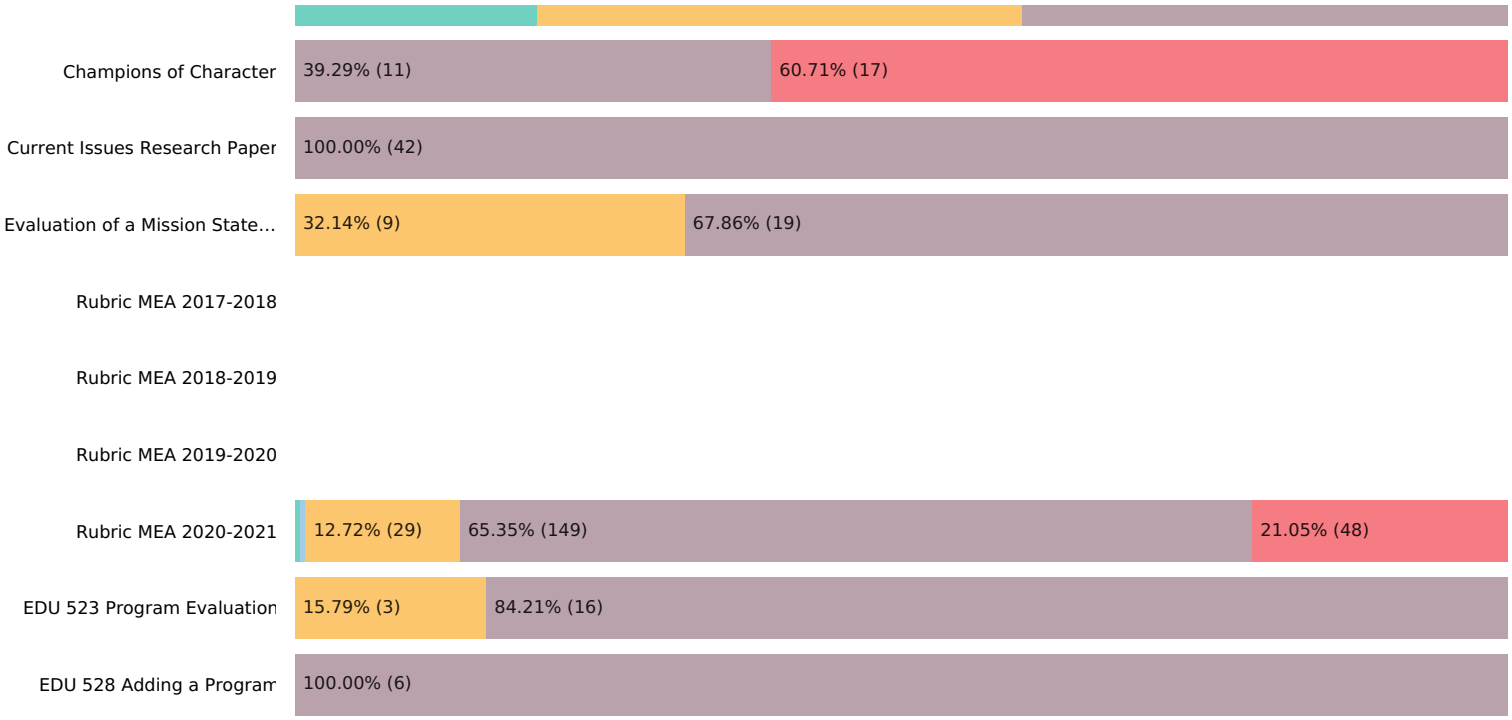
Group by:	Element
Element:	Program Objective 1: Education leaders will develop programs that articulate and implement the vision, mission, and goals of school districts. / Program Objective 2: Education leaders will develop plans that foster achievement in students and that encourage the professional development of staff. / Program Objective 3: Education leaders will demonstrate the ability to develop and implement plans that make the best use of organizational resources. / Program Objective 4: Education leaders will demonstrate the ability to work with community partners, family members, and others to create and maintain positive programs. / Program Objective 5: Education leaders will work with all stakeholders but most especially students to make decisions in ethical ways to maintain the integrity of their position. / Program Objective 6: Education leaders will remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.
Performance Level:	Insufficient / Developing / Proficient / Exemplary / N/A
Standard:	-



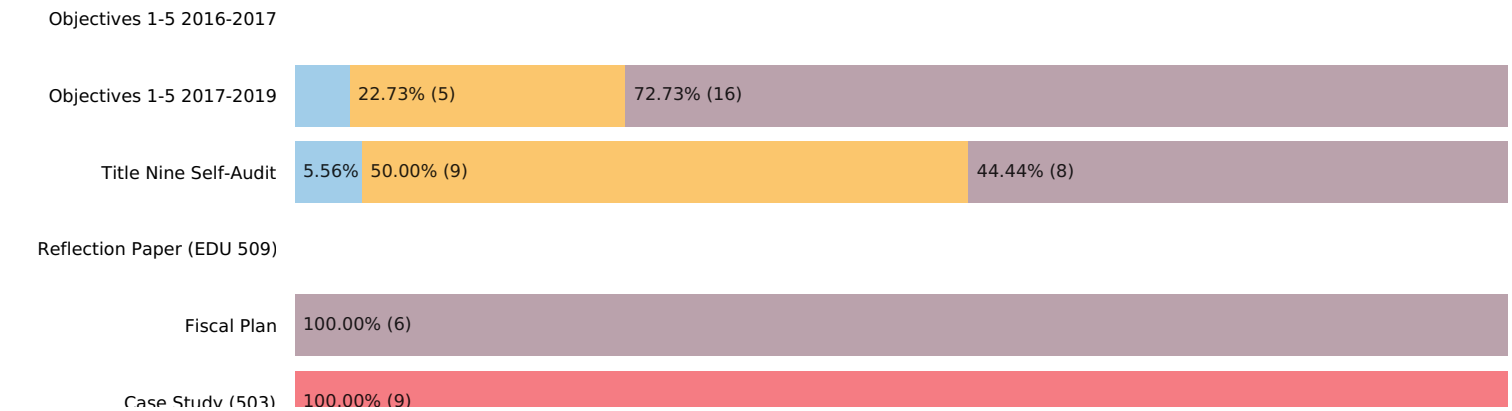


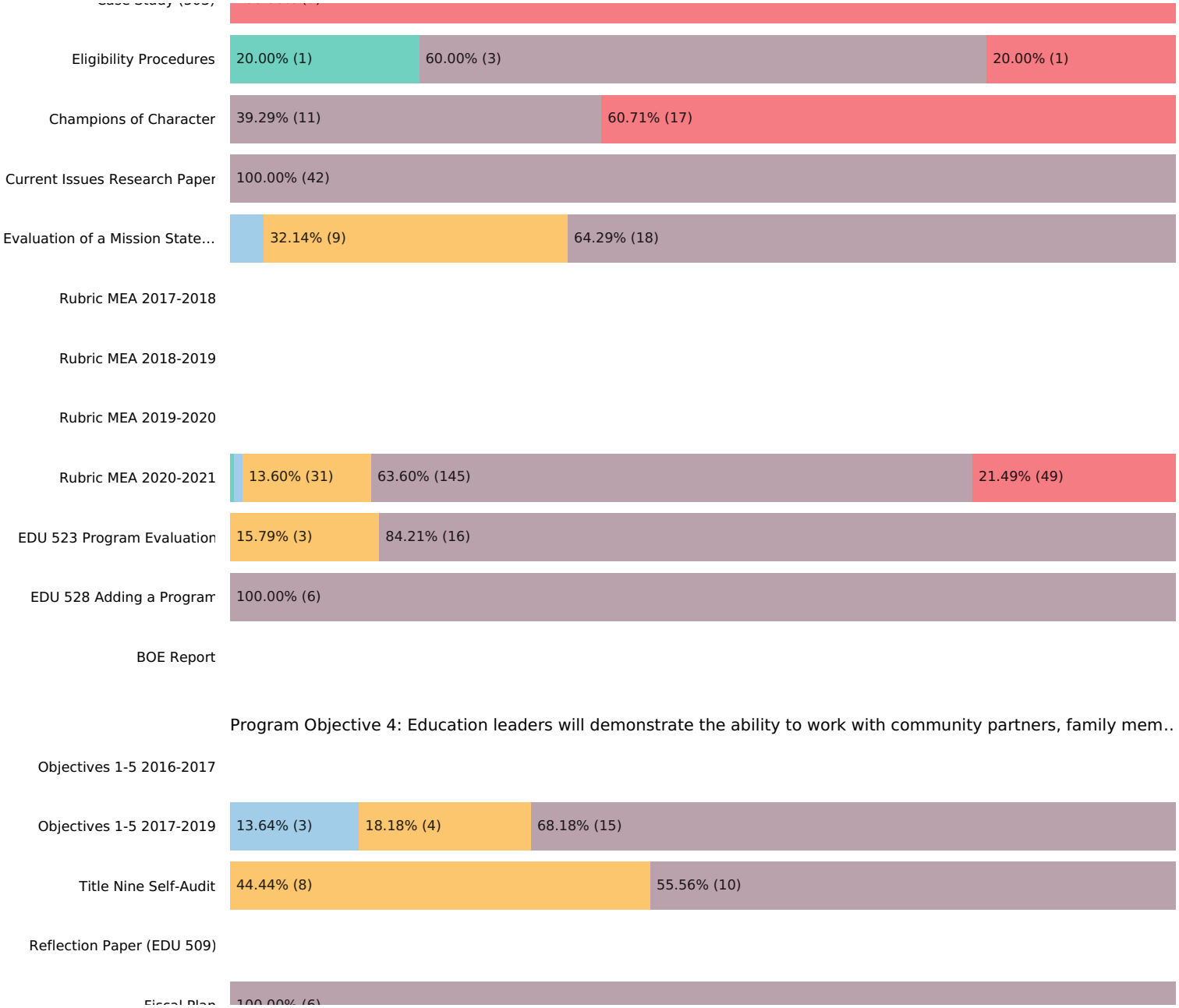
Program Objective 2: Education leaders will develop plans that foster achievement in students and that encourage..

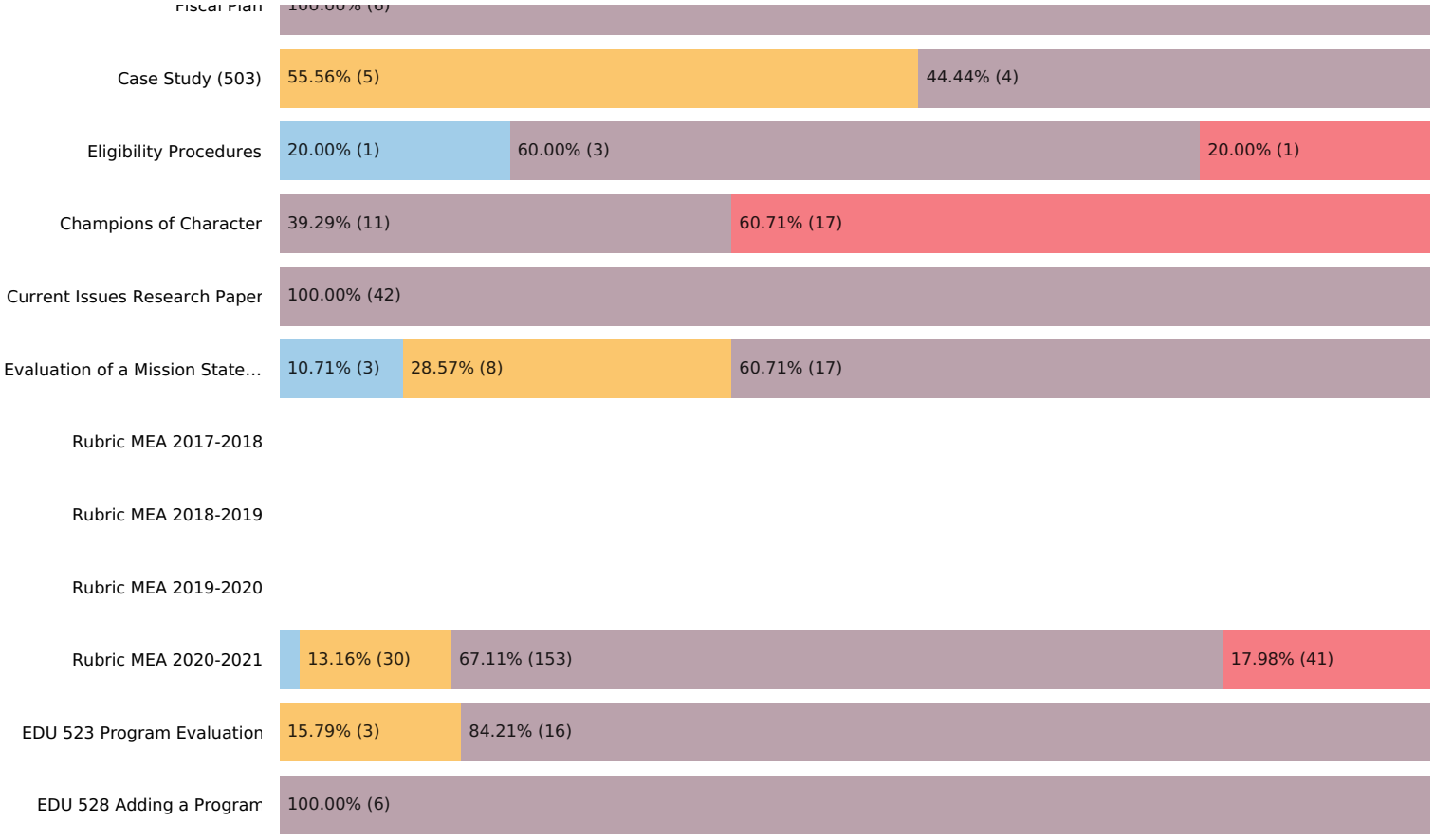




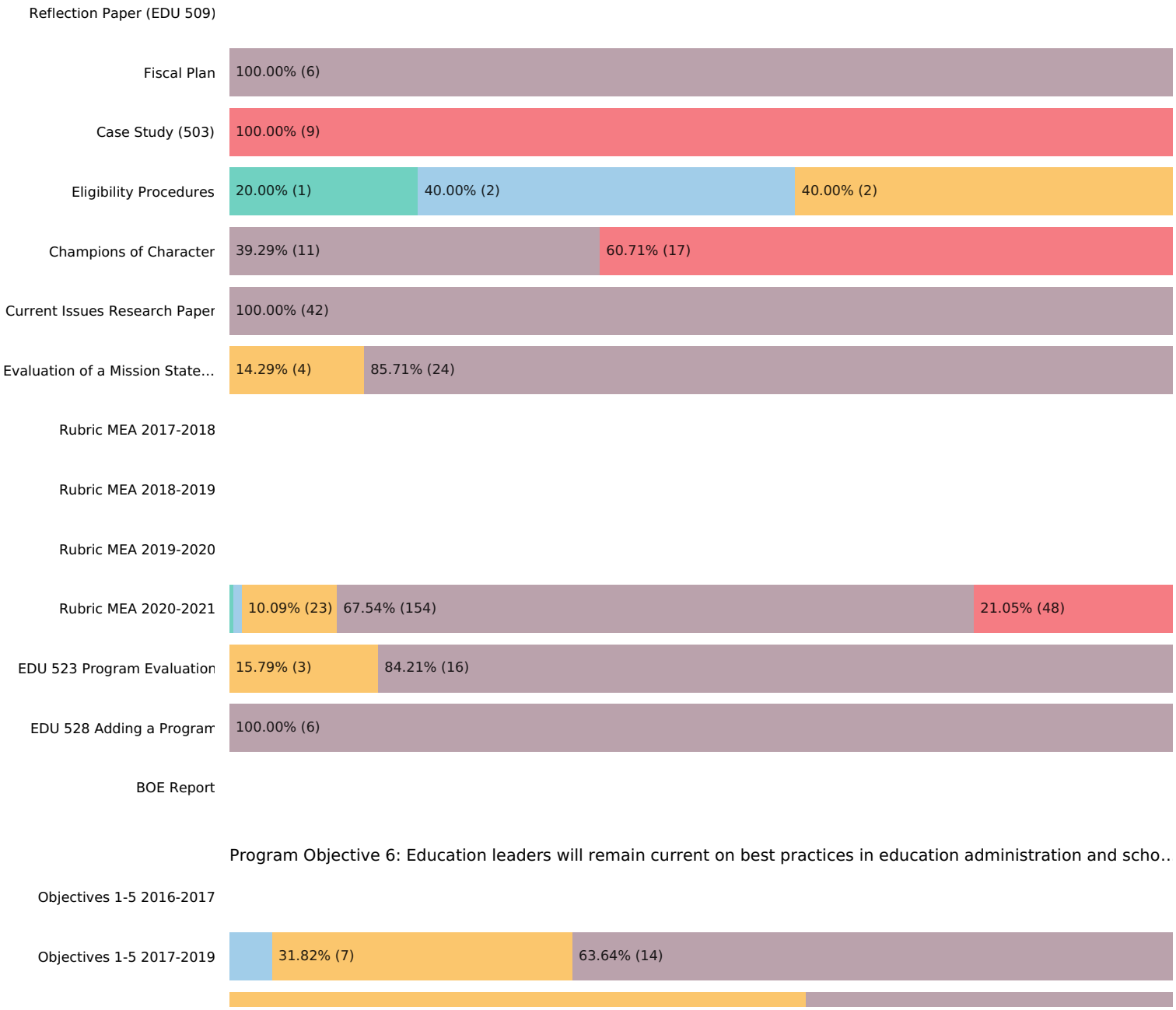
Program Objective 3: Education leaders will demonstrate the ability to develop and implement plans that make th...

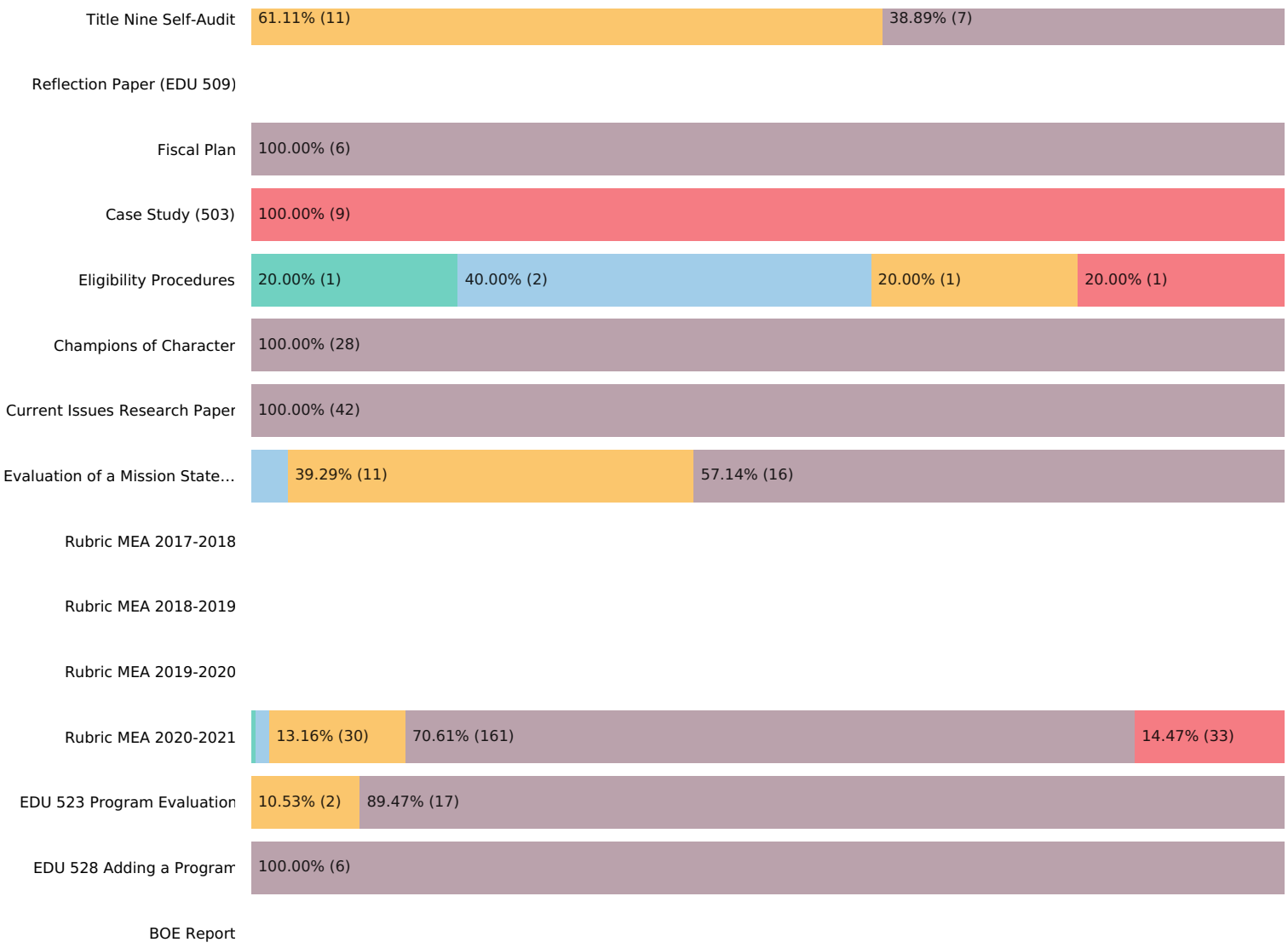



Eligibility Procedures
20.00% (1)
60.00% (3)
20.00% (1)
Champions of Character
39.29% (11)
60.71% (17)
Current Issues Research Paper
100.00% (42)
Evaluation of a Mission State...
32.14% (9)
64.29% (18)
Rubric MEA 2017-2018
Rubric MEA 2018-2019
Rubric MEA 2019-2020
Rubric MEA 2020-2021
13.60% (31)
63.60% (145)
21.49% (49)
EDU 523 Program Evaluation
15.79% (3)
84.21% (16)
EDU 528 Adding a Program
100.00% (6)
BOE Report
Program Objective 4: Education leaders will demonstrate the ability to work with community partners, family mem..
Objectives 1-5 2016-2017
Objectives 1-5 2017-2019
13.64% (3)
18.18% (4)
68.18% (15)
Title Nine Self-Audit
44.44% (8)
55.56% (10)
Reflection Paper (EDU 509)



Program Objective 5: Education leaders will work with all stakeholders but most especially students to make decis...


Reflection Paper (EDU 509)
Fiscal Plan
100.00% (6)
Case Study (503)
100.00% (9)
Eligibility Procedures
20.00% (1)
40.00% (2)
40.00% (2)
Champions of Character
39.29% (11)
60.71% (17)
Current Issues Research Paper
100.00% (42)
Evaluation of a Mission State...
14.29% (4)
85.71% (24)
Rubric MEA 2017-2018
Rubric MEA 2018-2019
Rubric MEA 2019-2020
Rubric MEA 2020-2021
10.09% (23)
67.54% (154)
21.05% (48)
EDU 523 Program Evaluation
15.79% (3)
84.21% (16)
EDU 528 Adding a Program
100.00% (6)
BOE Report
Program Objective 6: Education leaders will remain current on best practices in education administration and scho..
Objectives 1-5 2016-2017
Objectives 1-5 2017-2019
31.82% (7)
63.64% (14)



Element	Filter	Insufficient	Developing	Proficient	Exemplary	N/A	Mean	Stdev

Program Objective 1: Education leaders will develop programs that articulate and implement the vision, mission, and goals of school districts.	Objectives 1-5 2016-2017	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Objectives 1-5 2017-2019	0.00% (0)	0.00% (0)	13.64% (3)	86.36% (19)	0.00% (0)	0.00	0
	Title Nine Self-Audit	0.00% (0)	0.00% (0)	50.00% (9)	50.00% (9)	0.00% (0)	0.00	0
	Reflection Paper (EDU 509)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Fiscal Plan	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0.00% (0)	0.00	0
	Case Study (503)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (9)	0.00	0
	Eligibility Procedures	0.00% (0)	20.00% (1)	0.00% (0)	40.00% (2)	40.00% (2)	0.00	0
	Champions of Character	0.00% (0)	0.00% (0)	0.00% (0)	39.29% (11)	60.71% (17)	0.00	0
	Current Issues Research Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (42)	0.00% (0)	0.00	0
	Evaluation of a Mission Statement	0.00% (0)	0.00% (0)	25.00% (7)	75.00% (21)	0.00% (0)	0.00	0
	Rubric MEA 2017-2018	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

	Rubric MEA 2018-2019	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2019-2020	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2020-2021	0.00% (0)	0.44% (1)	9.65% (22)	67.98% (155)	21.93% (50)	0.00	0
	EDU 523 Program Evaluation	0.00% (0)	0.00% (0)	10.53% (2)	89.47% (17)	0.00% (0)	0.00	0
	EDU 528 Adding a Program	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0.00% (0)	0.00	0
	BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Program Objective 2: Education leaders will develop plans that foster achievement in students and that encourage the professional development of staff.	Objectives 1-5 2016-2017	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Objectives 1-5 2017-2019	0.00% (0)	0.00% (0)	22.73% (5)	77.27% (17)	0.00% (0)	0.00	0
	Title Nine Self-Audit	0.00% (0)	5.56% (1)	50.00% (9)	44.44% (8)	0.00% (0)	0.00	0
	Reflection Paper (EDU 509)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Fiscal Plan	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0.00% (0)	0.00	0

Case Study (503)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (9)	0.00	0
Eligibility Procedures	20.00% (1)	0.00% (0)	40.00% (2)	40.00% (2)	0.00% (0)	0.00	0
Champions of Character	0.00% (0)	0.00% (0)	0.00% (0)	39.29% (11)	60.71% (17)	0.00	0
Current Issues Research Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (42)	0.00% (0)	0.00	0
Evaluation of a Mission Statement	0.00% (0)	0.00% (0)	32.14% (9)	67.86% (19)	0.00% (0)	0.00	0
Rubric MEA 2017-2018	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Rubric MEA 2018-2019	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Rubric MEA 2019-2020	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Rubric MEA 2020-2021	0.44% (1)	0.44% (1)	12.72% (29)	65.35% (149)	21.05% (48)	0.00	0
EDU 523 Program Evaluation	0.00% (0)	0.00% (0)	15.79% (3)	84.21% (16)	0.00% (0)	0.00	0
EDU 528 Adding a Program	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0.00% (0)	0.00	0
BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

Program Objective 3: Education leaders will demonstrate the ability to develop and implement plans that make the best use of organizational resources.	Objectives 1-5 2016-2017	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Objectives 1-5 2017-2019	0.00% (0)	4.55% (1)	22.73% (5)	72.73% (16)	0.00% (0)	0.00	0
	Title Nine Self-Audit	0.00% (0)	5.56% (1)	50.00% (9)	44.44% (8)	0.00% (0)	0.00	0
	Reflection Paper (EDU 509)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Fiscal Plan	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0.00% (0)	0.00	0
	Case Study (503)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (9)	0.00	0
	Eligibility Procedures	20.00% (1)	0.00% (0)	0.00% (0)	60.00% (3)	20.00% (1)	0.00	0
	Champions of Character	0.00% (0)	0.00% (0)	0.00% (0)	39.29% (11)	60.71% (17)	0.00	0
	Current Issues Research Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (42)	0.00% (0)	0.00	0
	Evaluation of a Mission Statement	0.00% (0)	3.57% (1)	32.14% (9)	64.29% (18)	0.00% (0)	0.00	0
	Rubric MEA 2017-2018	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

	Rubric MEA 2018-2019	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2019-2020	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2020-2021	0.44% (1)	0.88% (2)	13.60% (31)	63.60% (145)	21.49% (49)	0.00	0
	EDU 523 Program Evaluation	0.00% (0)	0.00% (0)	15.79% (3)	84.21% (16)	0.00% (0)	0.00	0
	EDU 528 Adding a Program	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0.00% (0)	0.00	0
	BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Program Objective 4: Education leaders will demonstrate the ability to work with community partners, family members, and others to create and maintain positive programs.	Objectives 1-5 2016-2017	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Objectives 1-5 2017-2019	0.00% (0)	13.64% (3)	18.18% (4)	68.18% (15)	0.00% (0)	0.00	0
	Title Nine Self-Audit	0.00% (0)	0.00% (0)	44.44% (8)	55.56% (10)	0.00% (0)	0.00	0
	Reflection Paper (EDU 509)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

Fiscal Plan	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0.00% (0)	0.00	0
Case Study (503)	0.00% (0)	0.00% (0)	55.56% (5)	44.44% (4)	0.00% (0)	0.00	0
Eligibility Procedures	0.00% (0)	20.00% (1)	0.00% (0)	60.00% (3)	20.00% (1)	0.00	0
Champions of Character	0.00% (0)	0.00% (0)	0.00% (0)	39.29% (11)	60.71% (17)	0.00	0
Current Issues Research Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (42)	0.00% (0)	0.00	0
Evaluation of a Mission Statement	0.00% (0)	10.71% (3)	28.57% (8)	60.71% (17)	0.00% (0)	0.00	0
Rubric MEA 2017-2018	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Rubric MEA 2018-2019	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Rubric MEA 2019-2020	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Rubric MEA 2020-2021	0.00% (0)	1.75% (4)	13.16% (30)	67.11% (153)	17.98% (41)	0.00	0
EDU 523 Program Evaluation	0.00% (0)	0.00% (0)	15.79% (3)	84.21% (16)	0.00% (0)	0.00	0
EDU 528 Adding a Program	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0.00% (0)	0.00	0
BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

Program Objective 5: Education leaders will work with all stakeholders but most especially students to make decisions in ethical ways to maintain the integrity of their position.	Objectives 1-5 2016-2017	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Objectives 1-5 2017-2019	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (22)	0.00% (0)	0.00	0
	Title Nine Self-Audit	0.00% (0)	0.00% (0)	50.00% (9)	50.00% (9)	0.00% (0)	0.00	0
	Reflection Paper (EDU 509)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Fiscal Plan	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0.00% (0)	0.00	0
	Case Study (503)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (9)	0.00	0
	Eligibility Procedures	20.00% (1)	40.00% (2)	40.00% (2)	0.00% (0)	0.00% (0)	0.00	0
	Champions of Character	0.00% (0)	0.00% (0)	0.00% (0)	39.29% (11)	60.71% (17)	0.00	0
	Current Issues Research Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (42)	0.00% (0)	0.00	0
	Evaluation of a Mission Statement	0.00% (0)	0.00% (0)	14.29% (4)	85.71% (24)	0.00% (0)	0.00	0

	Rubric MEA 2017-2018	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2018-2019	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2019-2020	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Rubric MEA 2020-2021	0.44% (1)	0.88% (2)	10.09% (23)	67.54% (154)	21.05% (48)	0.00	0
	EDU 523 Program Evaluation	0.00% (0)	0.00% (0)	15.79% (3)	84.21% (16)	0.00% (0)	0.00	0
	EDU 528 Adding a Program	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0.00% (0)	0.00	0
	BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Program Objective 6: Education leaders will remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.	Objectives 1-5 2016-2017	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	Objectives 1-5 2017-2019	0.00% (0)	4.55% (1)	31.82% (7)	63.64% (14)	0.00% (0)	0.00	0

Title Nine Self-Audit	0.00% (0)	0.00% (0)	61.11% (11)	38.89% (7)	0.00% (0)	0.00	0
Reflection Paper (EDU 509)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Fiscal Plan	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0.00% (0)	0.00	0
Case Study (503)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (9)	0.00	0
Eligibility Procedures	20.00% (1)	40.00% (2)	20.00% (1)	0.00% (0)	20.00% (1)	0.00	0
Champions of Character	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (28)	0.00% (0)	0.00	0
Current Issues Research Paper	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (42)	0.00% (0)	0.00	0
Evaluation of a Mission Statement	0.00% (0)	3.57% (1)	39.29% (11)	57.14% (16)	0.00% (0)	0.00	0
Rubric MEA 2017-2018	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Rubric MEA 2018-2019	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Rubric MEA 2019-2020	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Rubric MEA 2020-2021	0.44% (1)	1.32% (3)	13.16% (30)	70.61% (161)	14.47% (33)	0.00	0
EDU 523 Program Evaluation	0.00% (0)	0.00% (0)	10.53% (2)	89.47% (17)	0.00% (0)	0.00	0
EDU 528 Adding a Program	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (6)	0.00% (0)	0.00	0

	BOE Report	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN