Master of Education in Administration Annual Assessment
2017-2018

ANNUAL ASSESSMENT 17-18

Graduate Annual Assessment 17-18

Master of Education in Administration

Program Profile
Program Mission

Program Objectives

Objective 1: Education leaders have 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.

Objective 2: Education leaders have 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.

Objective 3: Education leaders have 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.

Objective 4: Education leaders have 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.

Objective 5: Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

Objective 6: Education leaders 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.

Program Demographics

Total Enrollment 2016-2017

297

Total Enrollment 2017-2018

259

Incoming Students 2016-2017

35

Incoming Students 2017-2018

72

Program Assessment Data Sheet
Upload the Assessment Data sheet from Institutional Research
Graduate_Assessment_2016_17.xlsx

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

The MED in Administration is declining, in part due to the stringent requirements DESE has placed on candidates for the degree along with an expanded number of programs currently offering the degree. Additional degree offerings at WWU may also be taking some students away from the MED in Administration.

Program Delivery

Cohort (selected)
Online
Hybrid
Cohort and Online

External Accreditation
Does the program hold external accreditation?
Yes (selected)
No

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

CAEP, June 2011, the next review will be November 2018.

Program Objectives

Standard/Outcome

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

Additional Standards/Outcomes

Identifier	Description
MED ADM.1	Education leaders have 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 ADM.2	Education leaders have 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 ADM.3	Education leaders have 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 ADM.4	Education leaders have 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 ADM.5	Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.
MED ADM.6	Education leaders 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.

Curriculum Map

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

Master of Education- Administration

	EDU 500	EDU 520	EDU 525	EDU 535	EDU 536	EDU 545	EDU 546	EDU 557	EDU 570
MED ADM.1 Education leaders have 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.	I		A, M	R	R			R	R
MED ADM.2 Education leaders have 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.	I	R	R	R	R	A, M	A, M	R	A, M
MED ADM.3 Education leaders have 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.	I	R	R	A, M	A, M			R	R
MED ADM.4 Education leaders have 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.	I	R	R	A, M	A, M	A, M	A, M	R	
MED ADM.5 Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.	I		R	R	R	R	R	R	A, M
MED ADM.6 Education leaders 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.	I		A, M	R	R			R	A, M

	EDU 585	EDU 590	EDU 597
MED ADM.1 Education leaders have 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.	A, M	R	R

MED ADM.2 Education leaders have 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.		R	R
MED ADM.3 Education leaders have 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.	A, M		R
MED ADM.4 Education leaders have 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.			R
MED ADM.5 Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.	A, M	R	R
MED ADM.6 Education leaders 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.	R		R

Assessment Findings

Assessment Findings for the Assessment Measure level for Master of Education- Administration (Imported)

MED ADM.1 Education leaders have 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.
Assessment Measures

EDU 525				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion Barrier Research Paper- 90% of the students will receive a minimum of 80% on the paper. been met yet?			

EDU 585				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion NCLB Research Project- 90% of the students will receive a minimum of 80% on the paper. been met yet?			

MED ADM.2 Education leaders have 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.

Assessment Measures

EDU 545				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion Curriculum Evaluation Paper-90% of the students will receive a minimum of 80% on the paper. been met yet?			

EDU 546				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion Curriculum Evaluation Paper-90% of the students will receive a minimum of 80% on the paper. been met yet?			

EDU 570				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion MO Educator Evaluation Tool-90% of the students will receive a minimum of 80% on the paper. been met yet?			

MED ADM.3 Education leaders have 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.

Assessment Measures

EDU 535				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion Scheduling and Staffing Critique-90% of the students will receive a minimum of 80% on the paper. been met yet?			

EDU 536				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion Scheduling and Staffing Critique-90% of the students will receive a minimum of 80% on the paper. been met yet?			

EDU 585				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion Missouri Safe Schools Act-90% of the students will receive a minimum of 80% on the paper. been met yet?			

MED ADM.4 Education leaders have 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.

Assessment Measures

EDU 535				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion Community Relations Plan-90% of the students will receive a minimum of 80% on the paper. been met yet?			

EDU 536				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion Community Relations Plan-90% of the students will receive a minimum of 80% on the paper. been met yet?			

EDU 545				
Assessment	**Criterion**	**Summary**	**Attachments of**	**Improvement**

Measure			the Assessments	Narratives
Direct - Class Assignment	Has the criterion Analysis of Demographics-90% of the students will receive a minimum of 80% on the paper. been met yet?			

EDU 546				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Analysis of Demographics-90% of the students will receive a minimum of 80% on the paper. been met yet?			

MED ADM.5 Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

Assessment Measures

EDU 570				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Release of Tenured Teacher-90% of the students will receive a minimum of 80% on the paper. been met yet?			

EDU 585				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Landmark Supreme Court Case on Desegregation-90% of the students will receive a minimum of 80% on the paper. been met yet?			

MED ADM.6 Education leaders 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.

Assessment Measures

EDU 525				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Essay	Has the criterion Administrator Interview Reflection-90% of the students will receive a minimum of 80% on the paper. been met yet?			

EDU 570				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion Growth and Improvement Plan-90% of the students will receive a minimum of 80% on the paper. been met yet?			

Improvement Narrative List

Assessment Findings for the Assessment Measure level
No improvement narratives have been added.

Assessment List

Program Activities

Student Accomplishments

Faculty Accomplishments

Alumni Accomplishments
Recent graduates only

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

Professional Development
Upload any documentation supporting the professional development offered.

Assessment Rubric

Assessment Rubric				
Annual Assessment Report				

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

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

Additional Comments: Need to spread out the assessment into a few core courses and not only rely on the Peregrine for assessment.