



WILLIAM WOODS
UNIVERSITY

MED Administration Annual Assessment 2018-2019

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Graduate Annual Assessment 18-19

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 2018-2019

311

Total Enrollment 2017-2018

250

Incoming/Transfer Students 2018-2019

36

Incoming/Transfer Students 2017-2018

72

Concentrations 2018-2019

If your program contains concentrations, or an emphasis area, please list the concentrations and the number of students identified within each concentration.

None

Graduating Students

Total Graduated 2017-2018

217

Total Graduated 2016-2017

178

Programm Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

Graduate_Assessment_2016_17.xlsx

Reflection on Demographic Data

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

The MED in Administration enrollment is stable to slightly increasing, reflecting the need to maintain effective adjunct instructors in each of the regions around the state.

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.

The MED in Administration program is accredited by HLC and DESE.

Marketing Materials

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

MED in Administration continues to be promoted by regional recruiters and through the University website.

Marketing Attachments

Faculty Teaching

Please either fill in the box or upload a document outlining the faculty loads for those who are actively teaching in the program. "Active" includes individuals who have taught within the past year for the program. Include if the faculty are full

time or part time as well and how many classes they are teaching.

The MED in Administration is primarily taught by credentialed adjunct instructors who deliver University approved curriculum on-site in cohort locations.

Faculty Load Attachment

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

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

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? Met	100% of 274 student submissions met the assessment requirements.		
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? Met	100% (114 students) met the assessment requirements.		

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? Met	95.51% (170 students) met the assessment requirements.		

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? Met	100% (33 students) met the assessment requirements.		

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? Met	100% (333 students) met the assessment requirements.		

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? Met	100% of 85 students met the assessment requirements.		

EDU 536				
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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? Met	100% of 13 students met the assessment requirements.		
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? Met	100% (283 students) met the assessment requirements.		

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? Met	98.94% (93 students) met the assessment requirements.		

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? Met	92.31% (12 students) met the assessment requirements.		

EDU 545				
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? Met	95.51% (170 students) met the assessment requirements.		

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? Met	100% (33 students) met the assessment requirements.		

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? Met	100% (283 students) met the assessment requirements. DATA LOCATED HERE	Via ___Masters_Admin_Rubric_Report_06_12_2019_163556.pdf	

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? Met	100% (333) students met the assessment requirements.		

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? Met	100% of 87 students met the assessment requirements.		

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? Met	100% (333 students) met the assessment requirements.		

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Assessment List

Analysis of the Assessment Process

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

MED in Administration assessments for the 18-19 academic year mirrored the assessments of prior years.

Program Activities

Student Accomplishments

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

Faculty Accomplishments

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

Alumni Accomplishments

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

Professional Development Opportunities

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

All current adjunct faculty attended one of 6 on-site, regionally located, three hour trainings focused on review of data, program updates, DESE/certification updates, VIA and OwlNet training, program expectations and field experience revisions.

Professional Development

Upload any documentation supporting the professional development offered.

Assessment Rubric

	Assessment is Below Expectations	Assessment Meets the Expectations of the University	Assessment Reflects Best Practices	NA
Mission Statement Clearly Articulated	The mission statement is minimal at best.	The mission statement for the program clearly articulated and aligned with the University mission.	The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	N/A
Reflection on Demographic Data	The program does not reflect on retention/graduation data in a detailed way.	The program provides a basic reflection/graduation on the retention data provided.	The program provides a detailed description on the retention numbers. The program provides new ideas on to improve retention or articulates how they plan to retain students.	N/A
Defines External Accreditation Standards	The program fails to provide any accreditation information.	The program provides a basic explanation of the accreditation organizations in the field.	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	N/A
Marketing Materials analysis	The program fails to provide discussion or review of the marketing materials	The program provides a basic discussion on the materials that are used to market the program.	The program reviewed several marketing materials with detailed discussion on the positives and negatives.	N/A

Analysis of Faculty Teaching load	The program did not provide a discussion teaching load	The program provided some discussion on faculty loads	The program provided evidence and clear discussion on the load for faculty.	N/A
Curriculum Map Alignment	The curriculum map is not complete	The curriculum map is complete	The curriculum map is detailed and complete.	N/A
Assessment of Objectives	The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	N/A
Changes to Curriculum	The program does not articulate any changes to curriculum with detail or evidence.	The program articulates changes to the curriculum with minimal evidence or rationale	The program articulates curricular changes with a strong rationale and evidence base.	N/A
Assessment Findings	The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	The program completed the assessment findings for each component and provided a summary for each assessment measure.	The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	N/A
Improvement Narrative	The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	N/A
Analysis of Assessment	The program provided no analysis of the assessment process as a whole	The program provided a discussion on the overall assessment process.	The program provided a robust discussion on the overall assessment process that was detailed and thorough.	N/A
Faculty and Student Accomplishments	The program provided little to no data on students, alumni, faculty accomplishments.	The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were	N/A

			experienced.	
PD Opportunities and Development	The program provided little to no discussion on the provided PD opportunities	The program provided a listing of PD opportunities available to the faculty.	The program provide a listing and supplemental information on the PD opportunities made available to faculty.	N/A