Masters in Athletics-Activities Administration

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Program Demographics:

William Woods University								
Assessment Data								
Program: Education Athletics-Activities Administration								
		Academic Year						
		10/11	11/12	12/13	13/14	14/15	15/16	Change
Declared Majors	Incoming Students[1]	0	0	24	26	3	19	
(As of fall census)	Total	81	119	102	62	49	59	-27.2%
	Graduate Enrollment	1,426	1,301	1,206	1,125	1,025	1,171	-17.9%
Number of Cohorts		11	18	13	7	5	6	
Graduated Majors								
(9/1-8/30)		68	69	69	36	9	NA	
		Cohort Year						
Graduation Rate:[2]		07/08	08/09	09/10	10/11	11/12	12/13	
Graduate College		90.7%	94.2%	94.5%	88.1%	89.5%	NA	
Program		88.7%	92.6%	92.0%	94.3%	92.3%	NA	
[1] = students new to the program in the fall semester								
[2]= % of students graduating or obtaining a certificate from program within 3 years, students								
ng more than one degree are excluded from the analysis								

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.

	EDU503: Sports Law	EDU508: Practical Aspects of Ath./Act. Admin.	EDU525: Foundations of Educational Administration	EDU521: Intro. To Interscholastic/ Intercollegiate Administration	EDU 524: Current Issues/Common Challenges	EDU509: Athletic Admin Field Experience	EDU523: Supervision of the Ath./Act. Admin.	EDU526: Dev. Character and Citizenship	EDU527: Program Promotion	EDU 528 Financing
Objective 1						Personal Philosophy Paper		Evaluation of Mission Statement		
Benchmark/ term Faculty responsible for data						90% of students will receive a minimum of 80% on the paper.		90% of students will receive a minimum of 80% on the paper.		
Objective 2		BOE End of Year Report			Current Issues Research Paper					
Benchmark/ term Faculty responsible for data		90% of students will receive a minimum of 80% on the paper.			90% of students will receive a minimum of 80% on the paper.					
Objective 3						Program Evaluation				Adding a Program
Benchmark/ term Faculty responsible for data							90% of students will receive a minimum of 80% on the paper.			90% of students will receive a minimum of 80% on the paper.
Objective 4	Title IX Self-Audit									Fiscal Plan
Benchmark/ term Faculty responsible for data	90% of students will receive a minimum of 80% on the paper.									90% of students will receive a minimum of 80% on the paper.
Objective 5	Case Study	Eligibility Procedures								
Benchmark/ term	90% of students	90% of students will								

Faculty responsible for data	will receive a minimum of 80% on the paper.	receive a minimum of 80% on the paper.								
Objective 6								Champions of Character	Mock Press Conference	
Benchmark/ term Faculty responsible for data								90% of students will receive a minimum of 80% on the paper.	90% of students will receive a minimum of 80% on the paper.	

Assessment Results

Results of Assessment	Analysis of Assessment 2014-2015	Action Taken	Analysis of Assessment 2015-2016	Action Taken
Objective 1	EDU 509: Personal Philosophy Paper 2014-15: 10 students. 100% of students met benchmark EDU526: Evaluation of Mission Statement 2014-15: 10 students. 100% of student met benchmark.	None as benchmark was met.	EDU 509: Personal Philosophy Paper 2015-16: 17 students. 100% of students met benchmark EDU526: Evaluation of Mission Statement 2015-16: 7 students. 100% of student met benchmark.	None as benchmark was met.
Objective 2	EDU508: BOE Report 2014-15: 10 students. 100% of students met benchmark. EDU524: Current Issues Research Paper 2014-15: 26 students. 100% of students met benchmark.	None as benchmark was met.	EDU508: BOE Report 2015-16: 31 students. 100% of students met benchmark EDU524: Current Issues Research Paper 2015-16: 33 students. 100% of students met benchmark.	None as benchmark was met.
Objective 3	EDU524: State or National Conference Presentation 2014-15: 9 students. 100% of student met benchmark. EDU523: Program Evaluation 2014-15: 31 students. 100% of students met benchmark.	None as benchmark was met.	EDU524: State or National Conference Presentation 2015-16: 935 students. 100% of student met benchmark EDU523: Program Evaluation 2015-16: 37 students. 100% of students met benchmark.	None as benchmark was met.
Objective 4	EDU503: Title IX Self-Audit 2014-15: 20 students. 100% of student met benchmark. EDU528: Fiscal Plan 2014-15: 2 students. 100% of student met benchmark.	None as benchmark was met. Some submissions were not scored in TK20. Encourage instructors to use TK20 scoring.	EDU503: Title IX Self-Audit 2015-16: 20 students. 100% of student met benchmark EDU528: Fiscal Plan 2015-16: 0 students. 100% of student met benchmark.	 Plan was not scored in TK20. Encourage instructors to use TK20 scoring.
Objective 5	EDU 503: Case Study 2014-15: 19 students. 100% of students met benchmark EDU 508:Eligibility Procedures 2014-15: 8 students. 100% of students met benchmark		EDU 503: Case Study 2015-16: 2 students. 100% of students met benchmark EDU 508:Eligibility Procedures 2015-16: 30 students. 100% of students met benchmark	Some submissions were not scored in TK20. Encourage instructors to use TK20 scoring. None as benchmark was met.
Objective 6	EDU 526: Champions of Character 2014-15: 5 students. 100% of students met benchmark EDU 527: Mock Press Conference		EDU 526: Champions of Character 2015-16: 0 students. 100% of students met benchmark EDU 527: Mock Press Conference	Plan was not scored in TK20. Encourage instructors to use TK20 scoring. None as benchmark was met.

	2014-15: 13 students. 100% of students met benchmark		2015-16: 22 students. 100% of students met benchmark	

Analysis of the Assessment Process:

(Comments on the collection of data, appropriateness of assessments, and faculty involvement)

All data was collected through TK20. However, a few submissions were not scored in TK20 and therefore, omitted from the final count. Each assessment appropriately addressed the standard indicated. Faculty were involved in the development of assessments and scoring guides. Careful consideration was involved in matching assessments and standards.

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	☐ Specific measures are clearly identified ☐ Measures relate to program learning outcomes. ☐ Measures can provide useful information about student	☐ Some measurements are described, but need further description.	☐ Assessment measures do not connect to learning outcomes (objectives). ☐ Assessment measures are not clear.	☐

Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
		learning.		☐ 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	☐ Conclusions about student learning are made and changes outlined to improve student learning.	☐ Specific conclusions about student learning are made with discussion on improvement, but no detailed plan.	☐ Specific conclusions about student learning are noted with no plan for improvement.	☐ Conclusions about student learning are not identified. ☐ N/A Program recently started or too few graduates to suggest any changes.	No discussion on gaps in student learning due to almost all objectives being at 100%
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	☐ 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	☐ 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.	With almost all classes meeting at 100% success it is hard to propose improvements.

	improve student learning.	for action ☐ Actions are realistic, with a good probability of improving learning or assessment.			

Additional Comments:

If there is a core set of objectives for all Masters of Education courses, then the core classes and the core objectives should all be the same. Each separate content area should have specific objectives for the content they cover. So the athletics and activities should have a few objectives specific for the classes that focus on athletics and activities. These in my mind are concentrations of the maters of Education. I might be totally off from our last conversation but if they all share a core set of classes the only differences are a handful of classes focused on the different specialty areas? I don't see any objective here that make Athletics and Activities a unique program?

With the initial cycle of assessments happening, we need to add a few components to the report. We need to discuss the enrollment trends of the program and see if there are things that the program can do to assist in the recruitment of students. Is there a reason why we think the enrollment has dropped 27%? The graduate rates are high, and I don't think there is anything to say but to keep doing what you are doing on the graduation rates.

In the data section of the report, it would be helpful to know the percentage of students who did the assignment. Due to the variation data, it asks the question if the rotation of courses is the reason for the variation or the lack of participation of some cohorts? Some explanation why some areas have 935 students (EDU524) and others have 7 students (DU526) would be helpful to understand the data. It might also help to have the average grade on the assignment. I know I am starting to ask for more data, but with the new system these are things we will be able to pull as the assignments are built into the system and then we will have a complete picture of what students are doing in these classes. Also there needs to be a discussion as to how the university is going to get data produced in the future... There were several classes with little to no data uploaded and that is something we have to have a plan on how to solve.

Because almost all the assessment is at 100% success, we absolutely need to include the external testing to provide some legitimacy to the assessment we are doing. If students are not successful at the external assessment, then this is evidence that we need to make adjustments. What is the external assessment tool for this degree??? Is there a certification test they take?

Again, this will happen with the new system, but we also need to look at the rubrics being used and make sure they are appropriate to the objectives of the program. With the changes with accreditation I am sure these will change, but just something that we need to to think about.

For the Analysis of the Assessment Process we need a more detailed description of how the data was collected, the training of the faculty, the submission of data. Any changes that need to be made also go here in this section.