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WILLIAM WOODS  
UNIVERSITY

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**Master of Education in Athletics Annual Assessment  
2017-2018**

# ANNUAL ASSESSMENT 17-18

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# Graduate Annual Assessment 17-18

## Master of Education in Athletics/Activities 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

	2016-2017	2017-2018
Incoming Students	12	31
Total Enrollment	91	100

**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 addition of the online degree has helped increase enrollment.

**Program Delivery**

Cohort

Online

Hybrid

Cohort and Online

**External Accreditation**

Does the program hold external accreditation?

Yes

No (selected)

**If yes, state the name of the organization.**

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

**Program Objectives****Standard/Outcome**

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

**Additional Standards/Outcomes**

Identifier	Description
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.

<b>MED .4</b>	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.
<b>MED .5</b>	Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.
<b>MED .6</b>	Student will demonstrate best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

## Curriculum Map

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

### Master of Education Athletics/Activities Administration

	EDU 503	EDU 508	EDU 509	EDU 521	EDU 523	EDU 524	EDU 525	EDU 526	EDU 527	EDU 528
<b>MED .1</b> 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.	R		A, M	R, I	R	R	R	A, M		
<b>MED .2</b> 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.	R	A, M	R	R, I	R	A, M	R	R		
<b>MED .3</b> 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.	R	R	R	I	A, M	R	R	R	R	A, M
<b>MED .4</b> 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.	A, M	R	R	I	R	R	R	R	R	A, M
<b>MED .5</b> Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.	A, M	A, M	R	I	R	R	R	R		R
<b>MED .6</b> Student will demonstrate best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional	R		R	I		R	R	A, M	A, M	

development each year.										
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## Assessment Findings

### Assessment Findings for the Assessment Measure level for Master of Education Athletics/Activities Administration

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.

#### Assessment Measures

EDU 509				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Personal Philosophy Paper-90% of the students will receive a minimum of 80% on the paper. been met yet?			

EDU 526				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Evaluation of a Mission Statement-90% of the students will receive a minimum of 80% on the paper. been met yet?			

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.

#### Assessment Measures

EDU 508				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion BOE End of Year Report-90% of the students will receive a minimum of 80% on the report. been met yet?			

<b>EDU 524</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Current Issues Research Paper-90% of the students will receive a minimum of 80% on the paper. been met yet?			

<b>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.</b>				
<b>Assessment Measures</b>				
<b>EDU 523</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion Program Evaluation-90% of the students will receive a minimum of 80% on the paper. been met yet?			

  

<b>EDU 528</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Adding a Program-90% of the students will receive a minimum of 80% on the paper. been met yet?			

<b>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.</b>				
<b>Assessment Measures</b>				
<b>EDU 503</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

Direct - Class Assignment	Has the criterion Title IX Self-Audit-90% of the students will receive a minimum of 80%on the audit. been met yet?			
<b>EDU 528</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Fiscal Plan-90% of the students will receive a minimum of 80% on the plan. been met yet?			

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.				
Assessment Measures				
<b>EDU 503</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Case Study	Has the criterion Case Study-90% of the students will receive a minimum of 80% on the paper. been met yet?			
<b>EDU 508</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Eligibility Procedures-90% of the students will receive a minimum of 80% on the paper. been met yet?			

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.				
Assessment Measures				
<b>EDU 526</b>				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Champions of Character- 90% of the students will receive a minimum of 80% on the paper. been met yet?			
<b>EDU 527</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Mock Press Conference- 90% of the students will receive a minimum of 80% on the press conference. 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

	<b>Assessment Reflects Best Practices</b>	<b>Assessment Meets the Expectations of the University</b>	<b>Assessment needs Development</b>	<b>Assessment is Inadequate</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Detailed, measurable program learning objectives</li> <li>• Objectives are shared with students and faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Measurable program learning objectives.</li> <li>• Learning objectives are available to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Program learning objectives are identified and are generally measurable</li> </ul>	<ul style="list-style-type: none"> <li>• Program learning objectives are not clear or measurable</li> </ul>
<b>Assessment Measures</b>	<ul style="list-style-type: none"> <li>• Multiple measures are used to assess a student-learning objectives.</li> <li>• Rubrics or guides are used for the measures.</li> <li>• All measurements are clearly described.</li> <li>• External evaluation of student learning included.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment measures relate to program learning objectives.</li> <li>• Various measures are used to assess student learning.</li> <li>• Measures chosen provide useful information about student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment focuses on class content only.</li> <li>• Minimal description of how the assessment relates to the objective.</li> <li>• Minimal assessment measures established.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment measures not connected to objectives.</li> <li>• Assessment measures are not clear.</li> <li>• No assessment measures are established.</li> </ul>
<b>Assessment Results</b>	<ul style="list-style-type: none"> <li>• All objectives are assessed annually, or a rotation schedule is provided.</li> <li>• Data are collected and analyzed to show learning over time.</li> <li>• Standards for performance and gaps in student learning are clearly identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Most objectives assessed annually.</li> <li>• Data collected and analyzed showing an annual snapshot of student learning.</li> <li>• Data are used to highlight gaps in student learning.</li> <li>• Some data from non-course based content.</li> </ul>	<ul style="list-style-type: none"> <li>• Data collected for at least one program objective.</li> <li>• Data collection is incomplete.</li> <li>• Gaps in student learning not identified.</li> <li>• Lacking external data to support course data.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning objectives are not routinely assessed.</li> <li>• Routine data is not collected.</li> <li>• No discussion on gaps in student learning.</li> <li>• No use of external data to support student learning.</li> <li>• Assessment data not yet collected.</li> </ul>

<p><b>Faculty analysis and Conclusions</b></p>	<ul style="list-style-type: none"> <li>• Data is shared that incorporates multiple faculty from the program.</li> <li>• Discussions on data results incorporate multiple faculty.</li> <li>• Opportunities for adjunct faculty to participate.</li> <li>• Includes input from external sources when possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple program faculty receive assessment results.</li> <li>• Assessment results are discussed</li> <li>• Specific conclusions about student learning are made based on the available assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal faculty input about results is sought</li> <li>• Data not used to determine success or not to the objective.</li> <li>• Minimal conclusions made.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty input is not sought.</li> <li>• Conclusions about student learning are not identified.</li> <li>• N/A Program recently started or too few graduates to suggest any changes.</li> </ul>
<p><b>Actions to Improve Learning and Assessment</b></p>	<ul style="list-style-type: none"> <li>• All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included.</li> <li>• Changes to assessment are inclusive of multiple faculty.</li> <li>• Description of changes is detailed and linked to assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>• More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided.</li> <li>• Changes to assessment measures is highlighted.</li> <li>• Changes are realistic, with a good probability of improving learning or assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• At least one change to improve learning or assessment is identified.</li> <li>• The proposed action(s) relates to faculty conclusions about areas for improvement.</li> <li>• Adjustments to the assessment are proposed but not clearly connected to data</li> </ul>	<ul style="list-style-type: none"> <li>• Lacking actions to improve student learning.</li> <li>• Actions discussed lack supportive data.</li> <li>• Lacking discussion of the effectiveness of the assessment plan</li> </ul>