MED Educational Leadership

Program Review 2022

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Master of Education - Educational Leadership

Program Profile

History

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

The MEd in Educational Leadership program first began in the early 1990s. The program was delivered on ground across multiple sites (over 50) in Missouri. The program has been continuously accredited by HLC and DESE.

The program has been continuously accredited since its inception. External state accreditation standards to offer principal certification have changed significantly over the past thirty years. Initially, accreditation was dependent upon on-site visits from DESE teams to extensively review data, gradate success, field and clinical experience expectations, and curriculum alignment. In 2015, DESE transitioned their accreditation process by reviewing graduate content assessment pass rates, performance assessment scores, and requiring the university to submit syllabi to ensure they aligned to the PSEL standards. In 2018-2019, the certifications began transitioning from grade level principal certification to K-12 School Leader certification. With this transition, the accreditation requirements changed from pass rate to overall mean scores on the content assessment, and mean score for the performance assessment, and syllabi had to align to new standards (Missouri Leadership Development System (MLDS) domains and competencies). Beginning in August, 2018, the performance assessment for certification (Missouri Professors of Educational Administration (MPEA) Performance Assessment) moved from state outscoring to educator preparation programs requiring their own indidivuals to be annually trained to deliver the assessment. In effect, in 2018, WWU instructors were required score every program completer's performance assessment. Through the changes, a certain low point for the program was in 2018 where the APR calculation was below 0.8 (and had been there for several years prior) to a high point of now whereby our APR calculation is now well above 0.8. An APR score less than 0.7 for two years result in loss of accreditation. Early in the 2018 academic year, there was some consideration at the time for the program to undergo State Board review due to low performance.

Since 2018, the curriculum has been entirely revamped and the program completers for this program are performing better than ever. The program was made available entirely online in 2019; however, on ground cohorts remained through the 2021-2022 academic year. The School of Education was restructured in 2018 to consist of a single director and multiple chairs overseeing various degree programs. The MEd in Educational Leadership also underwent a name change in 2019 from the name Administration. Program completers are now passing the performance assessment at a 100% pass rate and since 2019, over 90 percent of the program completers who attempt the Missouri Content Assessment pass.

The 2021-2022 preliminary APR report was 0.95 for this program.

Program Mission

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

All coursework required by the Missouri Department of Elementary and Secondary Education (DESE) is included in this program, which emphasizes the ability to formulate effective educational practice involving managerial leadership. visionary leadership, instructional leadership, and supervision as they relate to the MLDS and the Professional Standards for Educational Leaders (PSEL). The curriculum for the M.Ed. degree emphasizes current research, educational trends, knowledge assessment, legal frameworks, and cultural issues. Students in this program graduate with the broader understanding of how schools operate at the building level. Through an

extensive field experience, students benefit from the opportunity to experience many aspects of school building leadership. The primary mission for this degree program is to prepare students to serve as K12 building leaders. The MEd Educational Leadership program's mission has always been to prepare school principals. Every syllabus contains the new updated university mission. The goals of this program align with the following WWU standards:

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

Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.

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.

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

The mission for this program directly aligns to the mission of the univesity in that the goal is to prepare students for the K12 building leader profession. The program is aligned to the Missouri Leader Development System (MLDS) standards with embedded relevant field experiences, and includes the DESE approved leadership modules.

The School of Education at William Woods University aims to create and maintain standards-aligned and student-centered education programs valuing inclusion, creativity, and intellectual inquiry. Anchored to current research, pedagogy and "best practices" from the field, our conceptual framework rests on the assumption that student-centered coursework, application of learning in educational settings, group-based activity and the ability to reflect on one's practice based on current research/theory will produce the high-quality teachers and administrators needed to boost student achievement in all locales-rural, urban and suburban/metropolitan.

Our daily mission as an Educator Preparation Program is to immerse students in a learning environment focused on theory, knowledge, experience, and reflection. We believe that student-centered coursework, application of learning in educational settings, group-based activity, and the ability to reflect on one's practice are the essential disciplines for developing future teachers and educational administrators who will in-turn boost student achievement in our state and elsewhere. We believe that all K12 students deserve effective and caring teachers and school leaders who are visionary and purposeful in practice.

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?

Year	MED EL	MED CI	MED STEM	MED RI	MED TT	MEA	EDS CL	EDS EL	EDD EL	Non-Degree Seeking
2018	311	72	20	0	33	90	32	256	285	40
2019	255	67	28	0	38	75	36	189	322	32
2020	166	42	32	27	33	82	31	187	365	40
2021	109	26	26	29	17	69	14	98	252	39

Future Enrollment Projections

- MEd in Curriculum & Instruction.   13 of 31 students will graduate.
- MEd in Teaching and Technology.   11 of 23 will graduate.
- MEd in STEM.   17 of 28 will graduate.
- MEd in Reading Instruction.   17 of 39 will graduate.
- MEd Cohorts for Fall   2 On ground   3 Virtual
- EdS Cohorts For Fall   3 On ground   3 Virtual
- EdD Cohorts For Fall   2 On ground
- MEd Cohorts for Spring   2 cohorts on ground   2 virtual
- EdS Cohorts for Spring   3 virtual
- EdD Cohorts for Spring   2 On ground

The enrollment trends have changed within recent years. The enrollment and retetention trend could be attributed to the following events:

1) Lowered interest in recruiting on ground cohorts;

2) Increased interest in promoting the online option with little success to capture lost in-person students;

3) The decision for the university to create an online option during overall state certification changes;

4) Overall structure and stability within the School of Education, Admissions, and Academic Support.

Without a doubt, retention could have easily taken an overall dip as a result of restructuring and staffing of the Academic Advisor position over the past five years, a change in certification from grade span specific to K-12 School Leader certification, and changes in staffing the regional program coordinator's positions. Coupled with the fact that hundreds of program completers prior to 2019 are seeking K-12 School Leader certification annually, the enrollment trend has been a decline in students without principal certification seeking K-12 School Leader certification, and an increase in the number of students who have grade specific principal certification coming back to obtain K-12 School Leader certification (approx. 100 annually).

As a result, a program that had over 300 students at dozens of locations across Missouri five years ago has transitioned to a sychronous supported online program with fewer than 100 degree seeking students. Upon reflecting on this dramatic shift in enrollment, the university should consider intense marketing and recruitment in a different way. To this end, professors have actively recuilted for this program, along with regional program coordinators, and field experience instrustors by making meaningful connections with educational professionals and school districts across the state. Despite positive student feedback about the program and positive student performance data, still, we face signficant enrollment declines.

Program Demographic Data

Program: Education 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	21/22	22/23
Declared Majors	Incoming Students[1]	0	0	22	60	24	30	35	72	36	20	31	6	15
(As of fall census)	Total	438	405	372	393	305	335	297	240	311	225	218	93	71
	Graduate Enrollment	1,426	1,301	1,206	1,125	1,025	1,171	1,103	1,403	1,367	1,280	1,232	951	716
Number of Cohorts		61	65	55	55	42	42	45						
Graduated Majors														
(9/1-8/30)		404	246	255	229	216	221	201	217	187	150	23	74	

		Cohort Year												
		07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18.19	19/20
Graduation Rate:[2]														
Graduate College		90.7%	94.2%	94.5%	88.1%	89.5%	91.1%	86.5	81%	61.70%	80.60%	54.80%	85.70%	74.20%
Program		96.9%	95.5%	97.4%	94.0%	93.2%	96.6%	91.6	96.30%	91.30%	90.20%	67.40%	0.00%	100.00%

[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

Program_Assessment_Data_Graduate18_19_6_.xlsx
Program_Assessment_Data_Graduate_19_20.xlsx
Program_Assessment_Data_Graduate_19_20.xlsx
Copy_of_Final__Program_Assessment_Data_Graduate__5_.xlsx
Current_Enrollment__1_.pdf

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.

There are no concentrations in this program.

Concentrations Attachment
If it is easier to attach a current program document detailing the enrollment in each program concentration for the time frame requested, please attach it here. Just note in the Text Box above that the document is uploaded.

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

Enrollment declined between 2019 and 2021. The overall decline was beyond the reach of the School of Education since it is entirely dependent upon marketing and recruitment. Enrollment concerns pushed the School of Education to offer the program online; however, a more extensive analysis of this may have been beneficial given that this degree program is specifically intended for Missouri residents and has limitations beyond Missouri's boarders. The transition
from several on-ground recruiters to recruiting online diminished WWU physical presence in schools to recruit teachers. The online option has not shown as much promise as hoped; however, the School of Education entirely expected this result given that this certification program was solely created to prepare principals for a physical site, and a certification that is specific to the State of Missouri. Graduate placement of our program completers serving in Missouri schools will likely also be affected in coming years due to the overarching skepticism in the field that principals, teachers, or superintendents cannot be fully prepared to do their jobs through an online modality.

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

William_Woods_University.docx
APR_Shadow_Data_2020.docx
APR_2019_Shadow.pdf
2018_EdPrepSummaryDataReport_Leaders_Counselors.docx
EdPrepSummaryDataReport_Leaders2020.pptx
WWUSchoolLeaderK_12_JPC__1_.docx
MPEA.zip
Requested_Syllabi.zip
EdPrepSummaryDataReport_Leaders2022.pptx
EdPrepSummaryDataReport_Leaders2021.pptx
MEd_Advising.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 supported by our FT graduate advisor. All individuals in this program are advised by a single graduate advisor. In 2021, there was turnover in this position causing some concern; however, we are now at a great point whereby students are individually supported.

Currently, the single online advisor helps all students in this degree program, and multiple students other degree programs, create a course sequence for graduation and certification.

The program is also supported by a single certification officer. This is an exteremly difficult role given that the certification officer often helps graduates from sometimes up to fifteen years ago navigate certication requirements, which change about every 5 to 10 years. Given that the certification officer is also the primary registrar for the university, I often think that in this role, it is a lot to put on a single person. Nevertheless, both the advisor and the certification officer do excellent jobs and I credit them for creating exteremly efficient communications simply based upon necessity.

The program faculty frequently meet with the graduate advisor given that he is housed closely and often available. Specific changes in certification and coursework are discussed with the graduate advisor, and when new changes are required, the program manager frequently communicates, and actually plans rotations with the faculty advisor with respect to existing rotations.

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.

There are no specific internships offered beyond the field experience courses that all students must take for graduation and certification requirements. The field experience courses (EDU 557 and EDU 597) are aligned the Missouri Standards for the Preparation of Educators (MoSPE),(June, 2020). LengthThree credit hours and 300 total clock hours (200 hours in major area, 50 hours in minor area, and 50 hours at discretion of the program).The 200 hours should be divided as follows:●10 Visionary ●50 Instructional ●70 Managerial ●50 Relational ●20 Innovative

On-Site Supervisor ●Minimum of three years of PK-12 experience in supervision area ●Master's degree for supervision of Principal, Special Education Administration, or Career Education Director candidates ●Specialist degree for supervision of Superintendent candidates

University Supervisor●Minimum of five years of experience in PK-12 Schools preferred ●Minimum of a Specialist degree, plus demonstrated PK-12 knowledge and expertise – students, content, and pedagogy ●Ability to interact, mentor, communicate with students, and on-site supervisors ●Minimum of three contacts per program/coursework ●Ability to interact, mentor, communicate with students, and on-site supervisors ●Successful completion of training on the current performance assessment through a Missouri Professors of Educational Administration (MPEA) or Educator Preparation Program (EPP) trainer, either on site or in an electronic format. ●Must complete culminating summative evaluation conference with candidate. The summative score for each candidate will be reported annually to DESE by the EP.

Internship Data Upload
If you did not use the above text box for the internship data, please upload your data here.
School_Directory___by_County__All_Districts_.pdf
MoSPE_June2020_Effective2020October_IncorporatedbyReferenceMaterial2020.pdf
FALL22_FLD501_Schmitz_Documents.zip
Grad_Workbook_FE_Fall_2022.xlsx

Internship Placements

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

Over the past five years, nearly every school district in the State of Missouri has been utilized as placement sites for our principal seeking certification candidates.

The School of Education maintains information regarding each student's field experience placement, which is stored in via and field experience instructors. Per DESE MOSPE standards, the School of Education must have a MOU with each district for each student's placement.

Please see the example MOUs with cooperating school districts and on-site supervisors we keep running information on.

***Note: This information is SENSITIVE information and should be only used for INTERNAL PURPOSES.

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

Employment in the field is easily determined. Individiuals who are utllizing this degree to it's maximum capacity are presently serving as an assistant principal, principal, or who later earned a specialist degree and is now serving in central office as a superintendent, assistant superintendent, or director. Individuals working in the field could also be serving in other leadership roles, such as an A+ Coordinator, Curriculum coordinator, or Special Services Director.   As of 2021, these are the numbers of graduates working in the field.

- 166   Assistant Principals
- 23   Assistant Superintendents
- 24   Career Ed. Program Administrator
- 7   A+ Coordinators
- 51   IEP Case Managers
- 15   Curriculum Coordinator
- 69   SPED or Special Service Directors
- 66   SPED Administrators and Supervisors
- 168   Elementary Principals
- 32   Exploratory and Enrichment Coordinator
- 5   Federal Programs Coordinators
- 119   High School Principals
- 4   Instructional Technology Directors
- 8   Junior High Principals
- 39   Middle School Principals
- 67   Superintendents

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

PRINCIPAL 7-12	ADVANCE R-IV	ADVANCE HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
PRINCIPAL K-8	APPLETON CITY R-II	APPLETON CITY ELEM.	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	APPLETON CITY R-II	APPLETON CITY HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	ARCADIA VALLEY R-II	ARCADIA VALLEY HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	ARCADIA VALLEY R-II	ARCADIA VALLEY MIDDLE	Building Principals	MIDDLE SCHOOL PRINCIPAL
SUPERINTENDENT K-12	ARCADIA VALLEY R-II	ARCADIA VALLEY ELEM.	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL K-8	ARCHIE R-V	ARCHIE HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
PRINCIPAL K-8	AURORA R-VIII	PATE EARLY CHILDHOOD CTR.	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
PRINCIPAL K-8	AURORA R-VIII	PATE EARLY CHILDHOOD CTR.	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL K-8	BALLARD R-II	BALLARD HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
PRINCIPAL K-8	BELL CITY R-II	BELL CITY ELEM.	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	BELL CITY R-II	BELL CITY HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
PRINCIPAL 7-12	BELLEVIEW R-III	BELLEVIEW ELEM.	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL K-8	BEVIER C-4	BEVIER HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
PRINCIPAL 7-12	BISMARCK R-V	BISMARCK R-V HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
PRINCIPAL K-8	BLAIR OAKS R-II	BLAIR OAKS ELEM.	Building Principals	ELEMENTARY PRINCIPAL
SUPERINTENDENT K-12	BLAIR OAKS R-II	BLAIR OAKS HIGH	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	BLAIR OAKS R-II	BLAIR OAKS MIDDLE SCHOOL	Building Principals	MIDDLE SCHOOL PRINCIPAL
SUPERINTENDENT K-12	BLAIR OAKS R-II	BLAIR OAKS ELEM.	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	BLOOMFIELD R-XIV	BLOOMFIELD HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	BLOOMFIELD R-XIV	BLOOMFIELD ELEM.	Building Principals	ELEMENTARY PRINCIPAL
SUPERINTENDENT K-12	BLUE SPRINGS R-IV	MORELAND RIDGE MIDDLE	Building Principals	ASSISTANT MIDDLE SCHOOL PRINCIPAL
PRINCIPAL 7-12	BLUE SPRINGS R-IV	BLUE SPRINGS SOUTH HIGH	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL

SUPERINTENDENT K-12	BLUE SPRINGS R-IV	THOMAS J. ULTICAN ELEM.	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
SUPERINTENDENT K-12	BLUE SPRINGS R-IV	DELTA WOODS MIDDLE	Building Principals	ASSISTANT MIDDLE SCHOOL PRINCIPAL
PRINCIPAL 7-12	BLUE SPRINGS R-IV	BLUE SPRINGS HIGH	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
PRINCIPAL 7-12	BLUE SPRINGS R-IV	PAUL KINDER MIDDLE SCHOOL	Building Principals	ASSISTANT MIDDLE SCHOOL PRINCIPAL
SUPERINTENDENT K-12	BLUE SPRINGS R-IV	FRESHMAN CTR. - G. BAKER BLDG.	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
PRINCIPAL K-8	BOONVILLE R-I	DAVID BARTON ELEM.	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	BOONVILLE R-I	LAURA SPEED ELLIOTT MIDDLE	Building Principals	ASSISTANT JUNIOR HIGH PRINCIPAL
PRINCIPAL K-8	BOWLING GREEN R-I	FRANKFORD ELEM.	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	BRANSON R-IV	BRANSON HIGH	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
PRINCIPAL K-8	BROOKFIELD R-III	BROOKFIELD ELEM.	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL K-8	BUTLER R-V	BUTLER ELEM.	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
SUPERINTENDENT K-12	CABOOL R-IV	CABOOL HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	CAMDENTON R-III	CAMDENTON MIDDLE	Building Principals	ASSISTANT MIDDLE SCHOOL PRINCIPAL
PRINCIPAL 7-12	CAMDENTON R-III	OSAGE BEACH ELEM.	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	CAMDENTON R-III	CAMDENTON HIGH	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	CAMDENTON R-III	DOGWOOD ELEM.	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	CAMDENTON R-III	HURRICANE DECK ELEM.	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL K-8	CAMDENTON R-III	HAWTHORN ELEM.	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
SUPERINTENDENT K-12	CAMDENTON R-III	CAMDENTON MIDDLE	Building Principals	MIDDLE SCHOOL PRINCIPAL
PRINCIPAL K-8	CAMDENTON R-III	DOGWOOD ELEM.	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	CAMERON R-I	CAMERON INTERMEDIATE SCHOOL	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	CAMERON R-I	PARKVIEW ELEM.	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	CAMPBELL R-II	CAMPBELL HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
PRINCIPAL 7-12	CAPE GIRARDEAU 63	CENTRAL JR. HIGH	Building Principals	JUNIOR HIGH PRINCIPAL
PRINCIPAL K-8	CAPE GIRARDEAU 63	JEFFERSON ELEM.	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL

PRINCIPAL 7-12	CARL JUNCTION R-I	CARL JUNCTION PRIMARY K-1	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
PRINCIPAL K-8	CARL JUNCTION R-I	Carl Junction Primary 2-3	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	CARTHAGE R-IX	CARTHAGE HIGH SCHOOL	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
PRINCIPAL 7-12	CENTRALIA R-VI	CENTRALIA HIGH	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	CENTRALIA R-VI	CENTRALIA HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
PRINCIPAL 7-12	CHARLESTON R-I	CHARLESTON HIGH	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
PRINCIPAL 7-12	CHARLESTON R-I	CHARLESTON HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	CHILHOWEE R-IV	CHILHOWEE ELEM.	Central Office Administration (Includes Career Edu Admin)	ASSISTANT ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	CHILHOWEE R-IV	CHILHOWEE ELEM.	Central Office Administration (Includes Career Edu Admin)	ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	CHILLICOTHE R-II	CHILLICOTHE MIDDLE	Building Principals	ASSISTANT MIDDLE SCHOOL PRINCIPAL
SUPERINTENDENT K-12	CHILLICOTHE R-II	CHILLICOTHE HIGH	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	CHILLICOTHE R-II	CHILLICOTHE MIDDLE	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL K-8	CLARK CO. R-I	RUNNING FOX ELEM.	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL K-8	CLARK CO. R-I	BLACK HAWK ELEM.	Building Principals	ELEMENTARY PRINCIPAL
SUPERINTENDENT K-12	CLEARWATER R-I	CLEARWATER HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
PRINCIPAL 7-12	CLINTON	CLINTON SR. HIGH	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
PRINCIPAL K-8	CLINTON	HENRY ELEM.	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	COLE CO. R-I	COLE CO. R-I ELEM.	Building Principals	ELEMENTARY PRINCIPAL
SUPERINTENDENT K-12	COLE CO. R-I	COLE CO. R-I MIDDLE	Building Principals	MIDDLE SCHOOL PRINCIPAL
PRINCIPAL 7-12	COLE CO. R-I	RUSSELLVILLE HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	COLUMBIA 93	MURIEL W. BATTLE HIGH SCHOOL	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
PRINCIPAL 7-12	COLUMBIA 93	MURIEL W. BATTLE HIGH SCHOOL	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
PRINCIPAL 7-12	COLUMBIA 93	ANN HAWKINS GENTRY MIDDLE	Building Principals	MIDDLE SCHOOL PRINCIPAL

SUPERINTENDENT K-12	COLUMBIA 93	MILL CREEK ELEM.	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
PRINCIPAL K-8	COLUMBIA 93	WEST BLVD. ELEM.	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
SUPERINTENDENT K-12	COLUMBIA 93	CENTER FOR GIFTED EDUCATION	Building Principals	ELEMENTARY PRINCIPAL
SUPERINTENDENT K-12	COLUMBIA 93	DERBY RIDGE ELEM.	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
PRINCIPAL K-8	COLUMBIA 93	PARKADE ELEM.	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
PRINCIPAL K-8	COLUMBIA 93	FAIRVIEW ELEM.	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
PRINCIPAL K-8	COLUMBIA 93	THOMAS BENTON ELEM.	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL K-8	COLUMBIA 93	MARY PAXTON KEELEY ELEM.	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	COLUMBIA 93	MURIEL W. BATTLE HIGH SCHOOL	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	COLUMBIA 93	MURIEL W. BATTLE HIGH SCHOOL	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
PRINCIPAL 7-12	COMMUNITY R-VI	COMMUNITY HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
PRINCIPAL K-8	COOPER CO. R-IV	BUNCETON HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
PRINCIPAL K-8	CRAIG R-III	CRAIG HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	CRANE R-III	CRANE HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	CRAWFORD CO. R-I	BOURBON MIDDLE SCHOOL	Building Principals	MIDDLE SCHOOL PRINCIPAL
PRINCIPAL K-8	CRAWFORD CO. R-II	CUBA ELEM.	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	DALLAS CO. R-I	BUFFALO HIGH	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
PRINCIPAL K-8	DEXTER R-XI	CENTRAL ELEM.	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
SUPERINTENDENT K-12	DEXTER R-XI	SOUTHWEST ELEM.	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	DIAMOND R-IV	DIAMOND HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
PRINCIPAL 7-12	DONIPHAN R-I	DONIPHAN HIGH	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	DONIPHAN R-I	DONIPHAN HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
PRINCIPAL 7-12	DUNKLIN R-V	SENN-THOMAS MIDDLE	Building Principals	MIDDLE SCHOOL PRINCIPAL
SUPERINTENDENT K-12	EAST BUCHANAN CO. C-1	EAST BUCHANAN ELEM.	Building Principals	ELEMENTARY PRINCIPAL
SUPERINTENDENT K-12	EAST BUCHANAN CO. C-1	EAST BUCHANAN MIDDLE	Building Principals	MIDDLE SCHOOL PRINCIPAL

SUPERINTENDENT K-12	EAST CARTER CO. R-II	EAST CARTER CO. R-II MIDDLE	Building Principals	MIDDLE SCHOOL PRINCIPAL
PRINCIPAL K-8	EAST NEWTON CO. R-VI	TRIWAY	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	EAST PRAIRIE R-II	EAST PRAIRIE HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	EAST PRAIRIE R-II	EAST PRAIRIE HIGH	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	ELDON R-I	ELDON HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	ELDON R-I	ELDON HIGH	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	ELDON R-I	SOUTH ELEM.	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL K-8	ELDON R-I	SOUTH ELEM.	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	ELDON R-I	ELDON UPPER ELEM.	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	ELSBERRY R-II	ELSBERRY HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
PRINCIPAL K-8	EMINENCE R-I	EMINENCE ELEM.	Building Principals	HIGH SCHOOL PRINCIPAL
PRINCIPAL K-8	EMINENCE R-I	EMINENCE ELEM.	Building Principals	HIGH SCHOOL PRINCIPAL
PRINCIPAL K-8	EXCELSIOR SPRINGS 40	LEWIS ELEMENTARY	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
SUPERINTENDENT K-12	EXCELSIOR SPRINGS 40	EXCELSIOR SPRINGS HIGH	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	FAIRFAX R-III	FAIRFAX HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	FAIRVIEW R-XI	FAIRVIEW ELEM.	Building Principals	ELEMENTARY PRINCIPAL
SUPERINTENDENT K-12	FARMINGTON R-VII	TRUMAN KINDERGARTEN	Building Principals	ELEMENTARY PRINCIPAL
SUPERINTENDENT K-12	FAYETTE R-III	LAURENCE J. DALY ELEM.	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	FAYETTE R-III	FAYETTE HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
PRINCIPAL 7-12	FORDLAND R-III	FORDLAND MIDDLE	Building Principals	ASSISTANT MIDDLE SCHOOL PRINCIPAL
PRINCIPAL 7-12	FORT OSAGE R-I	OSAGE TRAIL MIDDLE	Building Principals	ASSISTANT MIDDLE SCHOOL PRINCIPAL
SUPERINTENDENT K-12	FORT OSAGE R-I	FIRE PRAIRIE MIDDLE	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
SUPERINTENDENT K-12	FORT OSAGE R-I	FORT OSAGE HIGH	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
PRINCIPAL 7-12	FOX C-6	SECKMAN SR. HIGH	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
PRINCIPAL 7-12	FREDERICKTOWN R-I	FREDERICKTOWN INTERMEDIATE	Building Principals	ELEMENTARY PRINCIPAL

SUPERINTENDENT K-12	FT. ZUMWALT R-II	FT. ZUMWALT EAST HIGH	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
PRINCIPAL 7-12	FT. ZUMWALT R-II	FT. ZUMWALT WEST HIGH	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	FULTON 58	BUSH ELEM.	Building Principals	ELEMENTARY PRINCIPAL
SUPERINTENDENT K-12	FULTON 58	MCINTIRE ELEM.	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL K-8	FULTON 58	FULTON MIDDLE	Building Principals	ASSISTANT MIDDLE SCHOOL PRINCIPAL
PRINCIPAL K-8	FULTON 58	MCINTIRE ELEM.	Building Principals	ASSISTANT ELEMENTARY PRINCIPAL
PRINCIPAL K-8	FULTON 58	BARTLEY ELEM.	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL 7-12	FULTON 58	FULTON SR. HIGH	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
PRINCIPAL 7-12	GALLATIN R-V	GALLATIN HIGH	Building Principals	HIGH SCHOOL PRINCIPAL
SUPERINTENDENT K-12	GASCONADE CO. R-I	HERMANN HIGH	Building Principals	ASSISTANT HIGH SCHOOL PRINCIPAL
PRINCIPAL K-8	GASCONADE CO. R-II	OWENSVILLE ELEM.	Building Principals	ELEMENTARY PRINCIPAL
PRINCIPAL K-8	GILMAN CITY R-IV	GILMAN CITY HIGH		

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

Program Curriculum

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

The curriculum rotation is attached below. As of now, there are no particular concerns with the rotation. The courses seem to be making enrollment given the high volume of students wanting to come back for K-12 School Leader certification who previously obtained grade specific certification. There is also a high volume of former graduates who come back to take coursework who, after several years, want to earn K-12 School Leader certification but did not acquire certification at the time of graduation. At this time, there are no particular courses falling below our expectations.

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?

In 2019, it was decided for the MEd Education Leadership degree program to be offered in an online modality. The pandemic and lack of site availablity during the pandemic slowed down the on-ground in-person cohort modality. The number of physical sites decreased from approximetly 50 to 10. The online enrollment did not fill the enrollment loss. The on ground courses are delivered in a cohort model with course rotations specific to each cohort's needs. The online courses have specific course rotations. Three particular courses have been very popular due to K-12 School Leader certification requirement changes: EDU 572, EDU 573, EDU 577 (supplemental field experience), and EDU 583 (performance assessment). Specific to the prompt, online enrollment does impact overall campus enrollment. These 7.5 credit hours of courses are signficantly more full than on ground cohort enrollment. There are overall limitations to the reach of this program outside Missouri given that it is intended to provide the coursework to prepare Missouri school leaders. Tracing students to their current residental status showed that 100 percent of online students live in Missouri.

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?

The entire program from the first to the last course (including supplemental field experiences for returning students seeking K-12 School Leader certification) began in 2018 and was completed in 2020. Both online and on ground syllabi were aligned to the MLDS standards and re-evaluated by DESE in 2019, and were found to meet the Missouri competencies for building level principal certification (formal approval early 2020).   Each course description was changed, and teams of instructors and regional program coordinators met multiple times between 2018 and 2019 to vertically align the program. The desired outcome for this realignment was to ensure WWU could continue offering coursework to prepare students for building leadership. The changes produced the desired outcomes as it relates to our state APR, maintaining a state approved building leader program, and decreasing fail rate on the Missouri content assessment for building leaders.

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?

There are two courses in particular that are listed in other majors. EDU 500 and EDU 590 are both listed in other MEd programs. EDU 590 is shared among MEd C and I, MEd Teaching and Tech, and MEd STEM. EDU 500 is shared with MED C and I only. The main concern that had to be navigated in the past three to four years with EDU 590 centered around program assessment in EDU 590 and different programs wanting to use the course as assessment points, but with different objectives. While this issue seems rather superficial, solving the issue in our syllabi, assessment matrix conflicts, keeping true to DESE expectations, and assessment software (watermark) was more time consuming that expected. The courses in the MEd Ed Leadership program objective certainly should take priority given the certification specific nature of the program and the number of former students wanting to earn K-12 School Leader certification. Our on ground cohort model enrollment is dependent upon the size of the cohort. The rotation for these shared courses has not altered in the past five years and the shared courses are offered every eight weeks (EDU 590) and three times a year for the first eight-week session (EDU 500).

Curriculum Enrollment
Attach the Curriculum enrollment for all program courses.

Description
This report displays enrollment numbers for the following courses: EDU 500, EDU 568, EDU 572, EDU 573, EDU 590, and EDU 597 for years 1819, 1920, 2021 and 2122.

Input Parameters
None

Constraints
Students enrolled in course for selected years, course was not cancelled.

Course Code	Year Code	Total Enrollment
EDU500	1819	139
	1920	135
	2021	42
	2122	18
	Total	334
EDU568	1920	42
	2021	78
	2122	24
	Total	144
EDU572	1920	105
	2021	163
	2122	106
	Total	374
EDU573	1920	99
	2021	194
	2122	114
	Total	407
EDU590	1819	223
	1920	188
	2021	143
	2122	12
	Total	566
EDU597	1819	188
	1920	140
	2021	93
	2122	13
	Total	434
Total		2259

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

Master of Education in Educational Leadership - 33.5 Credits (must complete 3 credits of EDU557)

Delivery Method: **Evening, Online**

Day-to-day administration of an elementary, middle, or secondary school presents unique challenges in organizational management and instructional leadership. As a teacher or administrator with leadership as a career goal, you will develop the skills needed to meet these challenges through the combination of coursework, preparation for certification, and hands-on field experience. This degree includes all coursework required by the Missouri Department of Elementary and Secondary Education (DESE) building level/principal certificate, emphasizing the leadership domains of vision, instruction, management, relations, and innovation. This program of study prepares students for K-12 building level certification, and/or SPED Director certification (with added SPED micro-credentials required) in Missouri. (Note: Three years of DESE approved teaching experience required for K-12 building level/principal certification).

Core Credits: 33.50

Course #	Course Title	Hours
EDU 500	Current Issues In Education	3
EDU 557	School Leader Field Experience	1
EDU 568	Action Research	3
EDU 569	Visionary Leadership	3
EDU 570	Supervision	3
EDU 572	Managerial Leadership	3
EDU 573	Instructional Leadership	3
EDU 580	Educational Technology	3
EDU 583	Performance Assessment for Aspiring Building Level Administrators	0.5
EDU 585	School Law	3
EDU 590	Appraisal Of Student Learning	3
EDU 597	School Leadership- Building Level Capstone	3

Concentrations

Concentration	Hours
(Optional Concentration) Special Education Director requirements - 9 Credits	9

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

EDU 500 - Current Issues In Education

This course is designed to provide educators and non-educators with a broad understanding and better perspective of current issues that are faced by educators, trainers, and their learning institutions. The course will focus on a lively discourse and reflection related to contemporary topics and issues relevant to the specific student track. The course will serve as a platform for bridging the gap between goals, principles, theories, philosophies, and methodologies in the educational/training process and the realities of a variety of learning institutions (classrooms, schools, professional training, etc.). The goal of this process is to expand and enlighten the practitioner's outlook, thought processes, understanding, and repertoire of knowledge, attitudes, skills, and strategies when faced with those issues.

Credit Hours: 3.00   **Course Fees:** $0.00

EDU 557 - School Leader Field Experience

School leadership is an increasingly difficult and complex profession. Successful school leaders must possess not only an extensive knowledge related to the characteristics and attributes of school leadership but must also demonstrate the ability and disposition to apply this knowledge through successful leadership practices. This supplemental field experience course allows the students with initial building level administration certification to complete field experience in the identified minor area as required for K-12 School Leader certification. (EDU557 is a pass/fail course)

Corequisite: EDU568 or EDU610 (should be completed prior to or concurrent with first semester of EDU557)   **Credit Hours:** 1.00

EDU 568 - Action Research
Students will become familiar with the role of school leaders in school improvement and learn to use action research to solve instructional problems related to school improvement. Students will also utilize recent research on effective instruction and explore advanced classroom strategies and techniques designed to enhance their effectiveness in meeting the needs of diverse populations of learners. Students will develop expert instructional skills and learn to diagnose and deliver the most appropriate instructional strategies for a variety of learning environments. Focusing on rigor and relevance, students will develop the ability to significantly enhance instructional opportunities for their learners. In this course, students will also begin the initial planning and writing steps of the certification required performance assessment. The student will collaborate with Field Experience (EDU557) university supervisor and on-site supervisor/mentor to review relevant educational data to identify an instructional problem to address through action research. Students will research, design, and present an instructional plan for implementation in the appropriate educational environment.
Credit Hours: 3.00

EDU 569 - Visionary Leadership

This course is designed to offer a balanced approach to the study of educational leadership. The course examines the theoretical foundations of school organization with a focus on the basic administrative theories, decision making processes and concepts applicable to school leadership at the building level. It explores the multidimensional roles of the administrator as educator, leader, manager, and reflective practitioner. Course content focuses on the importance of the leader as a visionary and guides the prospective school leader through the process of creating a mission and vision. Through this process, prospective school leaders will learn how vision relates to the school culture and the importance of stakeholder communication and involvement. Prospective school leaders will also demonstrate how multiple sources of data are connected to mission, vision, core values and the legal and ethical handling of information. In addition, the Missouri Leadership Development System (MLDS) Aspiring Leader lessons (treatments) are embedded in this course.

Prerequisite: EDU568   **Credit Hours:** 3.00

EDU 570 - Supervision

This course introduces prospective school leaders to the theories, knowledge, skills, and techniques for school supervision. It focuses on the role of supervision in the improvement of instruction and in the building of positive relationships with staff along with ensuring a culture of mutual support and respect among staff. This course will assist prospective school leaders in knowing how and why analysis of student demographics is used to determine the overall diversity of a school and can explain its impact on the teaching and learning process. The course is also designed to provide the student with the knowledge and skills necessary to function effectively as school leader in the capacity of a program supervisor or principal/administrator in the performance of supervisory and evaluative duties. The Missouri Educator Evaluation System and the recruitment, training, and retaining process will be addressed. Learning methodology will involve both individual and collaborative group activities through case study analysis, discussions, simulation/role-playing, and classroom presentations. In addition, MLDS aspiring leader assignments (treatments) are embedded in this course.

EDU 572 - Managerial Leadership

The role of the school leader is multi-faceted and increasingly complex to say the least. Today's school leader must be skillful in all of the following: creating a safe, functional learning environment; managing fiscal resources; managing human resources; program compliance and legal requirements; all forms of communication; all in addition to being an instructional leader. In the role of the instructional leader, the principal charts the path for continuous improvement and increased student achievement all while focusing on building and retaining positive relationships with students, staff, and community. In this course, students will become familiar with all facets of school leadership and have the opportunity to apply skills learned in simulated classroom experiences and course assignments.

Prerequisite: EDU568 (or EDU610) and EDU569 (or EDU620)
Credit Hours: 3.00   **Course Fees:** $0.00

EDU 573 - Instructional Leadership

This course will introduce the student to the content knowledge, performance competencies, implementation strategies, and evaluation criteria needed by school administrators. This course is designed to provide the student with current Missouri Department of Elementary and Secondary Education (DESE) informational guidelines relative to leadership of a quality curriculum needed for state accreditation. Administrative functions and responsibilities surrounding instructional curriculum; as well as horizontal and vertical alignment issues and their relation to student achievement will also be discussed.

Prerequisite: EDU568 (or EDU610) and EDU569 (or EDU620)
Credit Hours: 3.00   **Course Fees:** $0.00

EDU 580 - Educational Technology

This course is designed to help practicing educators understand the role of educational technology in today's learning environments with a focus on enabling them to become educational technology advocates. Participants will investigate the digital transformation in education and the impact this has on the classroom. You will learn to apply various learning frameworks as you analyze technology needs and innovations. You will develop a technology vision for your school and develop a process to plan and advocate for needed technology integration. A primary focus is upon guiding future administrators and teacher leaders in the process of understanding the changes needed to effectively utilize instructional technologies to build learning environments that focus on 21st century skills as well as providing guidance in utilizing technology to enhance professional practice and effectiveness.

Credit Hours: 3.00   Course Fees: $0.00

EDU 583 - Performance Assessment for Aspiring Building Level Administrators

Effective educational leadership is measured in multiple ways as the aspiring leader completes degree and certification requirements in his/her preparation program. The new prospective leaders must demonstrate competence in vision, instruction, management, relations, and innovation. However, one specific evaluation that is common to all educational administration preparation programs is the use of a performance assessment that focuses on instruction.

Prerequisite: Completion of all courses in MED Administration (may enroll concurrently with Field Experience Capstone, but may not be taken prior to FE)

Corequisite: EDU597 or EDU697 **Credit Hours:** 0.50

EDU 585 - School Law

This course is designed to provide prospective as well as practicing educational leaders, policymakers, and teachers with the legal knowledge that will enable them to conduct and operate school organizations effectively within the boundaries of constitutional, statutory, and case law. The course will focus on the law related to public education to create an equitable education for all students. Relevant constitutional, statutory, and case law pertaining to various aspects of education and major legal issues and principles of law surrounding those aspects will be presented and discussed.

EDU 590 - Appraisal Of Student Learning

This course is designed to acquaint learners with the complex issues related to assessment and to provide first-hand experience in the development of high-quality assessments, including the incorporation of a variety of technology tools in the assessment process. The course will investigate the purposes and application of assessment; the relationship between instructional outcomes and assessment; the development and implementation process for various types of assessments; the collection, analysis, and use of assessment data; as well as various scoring and grading methodologies. Participants will investigate the uses and limitations formative assessment, summative assessment, and diagnostic assessment.

EDU 597 - School Leadership- Building Level Capstone

This culminating course is designed to provide the student with the opportunity to practice those attitudes, skills, and behaviors necessary to provide positive leadership in school administration. Opportunities to present and demonstrate their understanding of the leadership standards and domains, as well as presentation of the performance assessment steps including peer review feedback. In addition, students will prepare for the principal certification assessments, including both the performance and content assessments. A capstone reflection paper will demonstrate the students' competencies throughout the entire program.

Prerequisite: 500,585,568,569,572,573,557 (3),570,580 & 590   Corequisite: EDU583

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 consists of the responses from "creates an atmosphere for student learning", "sets high expectations for learning, and "instructor challenges me intellectually".

WILLIAM WOODS UNIVERSITY
Online EDU

Survey Year	Svy Rcv	Exp	%	The grade I expect to receive: Mean	Resp	The percentage of classes I attended was: Mean	Resp	The percentage of classes I completed the assigned work or reading before class: Mean	Resp	Begins and ends class at the assigned times. Mean	Resp	Creates an atmosphere for student learning. Mean	Resp	Demonstrates enthusiasm for subject. Mean	Resp	Displays skills and competencies in the specific subject areas. Mean	Resp	Gives tests, projects, etc. that cover the most important parts of the course. Mean	Resp	Holds attentions of students. Mean	Resp	Is available for extra help if needed. Mean	Resp	Is well organized. Mean	Resp	Keeps current in the specific subject area. Mean	Resp	Makes student responsibilities clear. Mean	Resp	Overall I would rate this instructor as effective. Mean	Resp	Presents thought-provoking questions and problems. Mean	Resp	Returns quizzes, exams, and assignments in a timely fashion. Mean	Resp	Sets high expectations for learning. Mean	Resp	The course navigation and participation easy. Mean	Resp	The expectations for the course and my role in it were clear and consistent Mean	Resp	The instructor challenged me intellectually. Mean	Resp	The instructor creates an atmosphere for student learning Mean	Resp	The instructor demonstrates enthusiasm for the subject they are teaching Mean	Resp	The instructor displays skills and competencies in the specific subject area Mean	Resp	The instructor graded assignments in a timely fashion and provided feedback that was helpful to me Mean	Resp	The instructor makes students responsibilities clear and is well organized Mean	Resp	The instructor presented critical thinking questions that challenged me intellectually Mean	Resp	The instructor provided opportunities that are real world relatable Mean	Resp	The instructor treats students fairly while setting clear expectations for learning Mean	Resp	The instructor used evaluation methods that enhance my learning and allowed me to express my knowle Mean	Resp
2019	40	136	29	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4.3	40	4.4	40	-	-	4.5	40	4.5	39	4.5	40	4.4	40	4.4	40	4.6	40	4.6	40	4.6	40	4.4	40
2020	1676	2997	56	5.0	584	4.9	584	4.9	584	4.8	479	4.6	554	4.7	558	4.8	561	4.7	533	4.6	527	4.7	572	4.7	566	4.8	552	4.7	576	4.6	689	4.7	542	4.7	537	4.4	568	4.4	1091	4.4	1090	4.7	559	4.6	1080	4.6	1078	4.6	1082	4.5	1088	4.5	1089	4.6	1084	4.6	1085	4.6	1081	4.5	1085
2021	909	1262	72	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4.5	906	-	-	-	-	4.2	906	4.2	906	-	-	4.5	895	4.5	898	4.5	901	4.4	904	4.4	905	4.6	895	4.6	895	4.6	891	4.4	898
2022	1286	1937	66	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4.5	1282	-	-	-	-	4.2	1282	4.3	1282	-	-	4.5	1270	4.5	1272	4.5	1273	4.3	1278	4.4	1281	4.6	1269	4.5	1270	4.5	1264	4.4	1268
Grand Total %	3911	6332	62	5.0	584	4.9	584	4.9	584	4.8	479	4.6	554	4.7	558	4.8	561	4.7	533	4.6	527	4.7	572	4.7	566	4.8	552	4.7	576	4.5	2877	4.7	542	4.7	537	4.4	568	4.3	3319	4.3	3318	4.7	559	4.5	3285	4.5	3287	4.6	3296	4.4	3310	4.4	3315	4.6	3288	4.6	3290	4.6	3276	4.4	3291

* Filtering on columns does not affect grand total

Survey Intelligence Report
Created: February 12, 2023

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?

Teaching effectiveness is determined not only by end-of-course evaluations, but also reports from the five regional program coordinators (RPCs). RPCs observe and visit each instructor at least once every eight weeks. Over the past three to four years, faculty have been held accountable for holding class the entire class period, teaching performance, and attending annual professional development, and availability. Besides weekly observation, faculty end-of-course evaluations are reviewed every eight weeks. Instructors performing below 4.0 are usually not contracted for any subsequent semester to teach. All instructors hold the appropiate degree and certification for the courses they are cedentialed to teach. Since addressing faculty perceptions, our APR has moved in a positive direction, as has the overall pass rate on the content exam. In summary, teaching effectiveness is a priority for the School of Education and this is an area continuously monitored. As you see the teching effectiveness summary, the scores hover close to 4.5 (ave WWU scores).

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)

Prior to the program transitioning online, the program administrators were responsbile for overseeing at times 80+ cohorts across 50+ active sites in Missouri. In 2019, we completed an HLC site visit that speaks to physical space/resources.

From HLC site visit 2019:

William Woods University's (WWU) approach to additional locations addresses a niche market: offering MEd, EdS, and EdD degrees on a lockstep cohort basis at over 40 active locations across Missouri. (One location also offers an MBA, but that location was not visited.) There are over 80 active cohorts, so many locations have more than one cohort active.

Except for the Columbia location, each cohort meets in a room that is rented for that cohort for the duration of the program. At one location, the cohort meets on Tuesday nights from 5:30 to 9:30 pm.; at all the others, the cohorts meet on Wednesday nights from 5:30 to 9:30 pm. The rooms are not available at other times, and there are no WWU on-site staff. While most of the locations visited were in public school buildings, one was in a church-sponsored school, one was in a community college, and one was in a school district central office.

Adjunct faculty teach almost all of the courses. They are either currently employed or recently retired practicing professionals, and they usually teach at locations that are fairly near their place of residence.

Since there are no on-site staff, WWU has appointed five "Regional Program Coordinators" (RPCs). The faculty change from course to course, but the RPC provides a consistent "face of the university" to the students throughout their cohort experience. Each RPC has served as faculty in the program, and some continue to do so in teaching the Field Experience course. The RPC will visit and speak with the students one or more times during each class term and will conduct an instructor evaluation on each visit.

Administration of the sites falls under two areas of the university. Physical site matters, including evaluating a potential cohort for viability, contracting for the room for the duration of the cohort, access during the cohort, weather cancelations, and so on, are under the Director of Operations, who reports to the VP for Enrollment, as does the recruiter assigned to these programs.

Academic aspects of the programs are handled by the faculty, under the two program directors (MEd/EdS, and EdD) who report to the Director of the School of Education. The WWU MEd and EdS programs have two tracks: (1) administration, which fulfill the Missouri Department of Elementary and Secondary Education ("DESE") requirements for building-level and superintendent-level certification, respectively; and (2) curriculum and instruction (C&I). The EdD does not fulfill any DESE certification requirements. WWU has found that the administration track functions much better in a seated, face-toface environment. On the other hand, the C&I tracks and the EdD work quite well in the distance education

environment, and program administrators confirmed that WWU expects an increasing percentage of students in those programs to enroll in the distance education modality. (HLC site visit, 2019).

Because of the ad hoc room-rental nature of almost all of the locations, the types of buildings and rooms observed varied greatly, including elementary-school, middle-school, high-school, and career-tech classrooms, a community college computer lab, and a large conference room in a school-district office. However, each room visited was equipped with a digital projector, and most buildings had WiFi connection provided by the host organization. In one case, WiFi was not an option, but the students had guest access to a computer with internet access at each seat in the classroom. In two locations, students who were from districts other than the one where the site was located reported initial problems with being able to log in to the WiFi (students employed by the hosting district had their own district-provided accounts and logins). Assistance in resolving the problems was received from local district IT support personnel, sometimes with involvement of WWU IT staff. Other than that, students had no serious complaints about technology on site. The site-rental agreement has a checklist of minimum facility needs, and the name and number of a site contact person should problems arise.

Because of the room-rental arrangement, there are no faculty offices, and students do not study on site, so study space is not an issue. A few of the locations had snack and beverage vending, or microwave ovens for heating food brought by the students.

Security varies by location. The community college had on-campus security personnel; in some other cases, doors to the outside were locked after a certain time. In some cases, other groups also use the building at the same time, and several had custodial or other staff present and available. Students at several locations reported that they left the building as a group to make sure that no one had to enter the parking lot alone. Students reported no significant concerns about security or personal safety.

In each case, the classrooms were of adequate to more-than-adequate size; students reported no problems with temperature. In general and when possible (that is, in rooms that were not computer labs), the classrooms were arranged in a circle or square to facilitate discussion. It is the responsibility of the students and the instructor to return the room to its usual daytime arrangement at the end of each class session.

Access for students or faculty with disabilities would be no problem for any site visited.

Most of the students reported buying textbooks online from the least expensive source, though a few purchased or rented them through the university bookstore or borrowed them from students who had gone through the program previously.

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.

No upgrades to physical spaces/resources are reported.

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

No recommendations to provide.

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?

(Specific to the online program delivery) Zoom, BrightSpace (course management system), BrightSpace Staff, Via (assessment software), Via Staff (Associate Dean of Assessment). Additional staffing to help maintain the logistics of the online program modality is needed. Programmatically, it has shown that delivering this program entirely asynchronously

is very difficult for students to navigate, particularly during the field experience coursework and the capstone coursework. Resources are currently being provided to maintain a synchronous program. Maintaining staff for online support and tech support creates constant inconsistencies among all graduate education programs. BrightSpace was to have a synchronous option, but it is currently unknown as to when this option will be available.

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

III. **Comparison with Peer Institutions (4 to 1 comparison)**

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

4 to 1 Peer Holdings Comparison - Educational Leadership - Printed Books and Materials
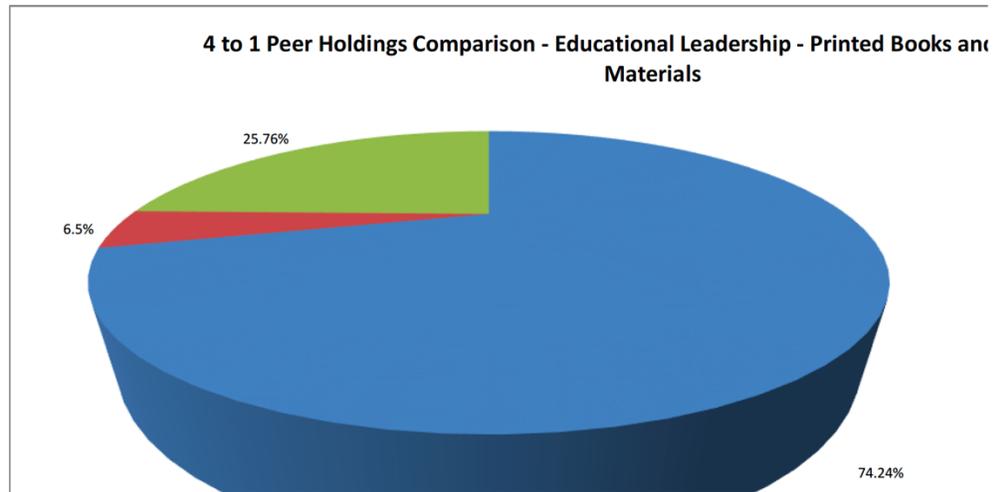
Analysis

Educational Leadership as a discipline taught at the graduate level requires primarily up-to-date library materials. A concerted effort has been made to acquire education materials in both print and digital form. Books, journal articles and non-print materials are available through *Woods OneSearch.*

Subscriptions to education databases, such as Ebsco's Education Source, Educational Administration Abstracts, ERIC, and ProQuest's Dissertations and Theses Global are available to all faculty and students, both traditional and online. Education Law is also available through Westlaw Campus Pro and Lexis-Nexis.

The library staff acquires any resources that are not available in existing print and digital collections 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 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 resource 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?

The library holdings appear to be adequate for supporting the program; however, analaysis of holdings between William Woods University and other institutions that house three or more Educational Leadership programs would provide additional information to answer this question. Over 80 journals are housed by the WWU libaray that target one of the

following areas: teaching, learning, education theory, education principles, and education leadership. Without comparing to other instutions, this seems to not be an area of concern. We have not had any concerns or comments regarding library holding from students, adjuncts, or FT professors.

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 faculty teaching in this program all have at least an EdS degree in Educational Leadership or Administration; however, the majority of the adjunct faculty have an EdD or PhD in an Educational Leadership field. The full time faculty for this program are:
Dr. Sheila Logan, EdD, prior Jefferson City principal and assistant superintendent, EdD obtained from St. Louis University.

Dr. Charlotte Miller, PhD, prior Ashland superintendent, PhD obtianed from the University of Missouri - Columbia

Both Charlotte Miller and Sheila Logan are retired administrators from the Missouri Public School Retirement System and are now in their fourth year as chairs at William Woods University. Their primary roles at William Woods University are administrative. They're are granted course releases for their administrative roles.

Faculty Demographic Spreadsheet
Attach the spreadsheet from HR listing all current (within 5 years)adjunct faculty including: Academic Credentials, Employment, Region, Courses approved to teach.
MEd_Ed_Leadership.xlsx

How many staff are designated to support the program?

 4

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 the last 5 academic years' data.

Currently, seventy-four faculty are credentialed to teach in the MEd Educational Leadership program. Four of those individuals are full-time faculty. The remaining individuals are adjuncts. Dr. Sheila Logan and Dr. Charlotte Miller are the only full-time faculty with the credentials to teach all MEd Educational Leadership courses. Faculty in this program are credentialed by either Dr. Logan or Dr. Miller. Dr. Logan staffs all the MEd Educational Leadership courses apart from EDU 557. Presently, our regional program coordinators also teach field experience courses in their region.

Aaron	Sydow	Jerrod	Fellhauer
Adam	Friga	Jerry	Koestner

Amick	Cindy	Joel	Holland
Angela	Rolofson	Joshua	Isaacson
Bill	Hoffmann	Julie	Dill
Brad	MacLaughlin	Kerry	Hesse
Brandon	Jones	Kim	Campbell
Brenda	Lakin	Kyle	Anderson
Bryan	Campbell	Leatha	Ault
Carrie	Luttrell	Leslie	Trogdon
Charlotte	Miller	Link	Luttrell
Chauncey	Rardon	Lisa	Borden
Chris	Schmitz	Loren	Smith
Christy	Harrison	Mark	Fitch
Cindy	Amick	Michael	Pragman
Concannon	Jim	Miller	Charlotte
Connie	Hesse	Nancy	Scott
Courtney	Martin	Rena	Rockwell
David	Adams	Robert	Abeln
Dixie	Wescott	Rolofson	Angela
Dustin	Storm	Ryan	Chowning
Edgar	Gabe	Sarah	Wisdom
Emily	Turner	Scott	Patrick
Eric	Kurre	Sheila	Hodge-Logan
Frank	Killian	Sherri	Thomas
Fred	Czerwonka	Stacy	Fick
Gabe	Edgar	Stephanie	Young
Gretchen	Guitard	Susan	Rossmiller
Guitard	Gretchen	Theresa	Christian
Hauser	Tom	Todd	Fraley
Heath	Waters	Tom	Hauser
Hesse	Connie	Toni	Hill
Hodge-Logan	Sheila	Tracy	Bottoms
Isaac	Sooter	Walt	Belcher
Jacquie	Ward	Wescott	Dixie
Jeff	Jennewein	Wilkinson	Jennings
Jennings	Wilkinson	Jerrod	Fellhauer

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?

While over 90% of the program is taught by adjunct faculty. The structure and expectations set forth by the chair of advanced certification and chair of field and clinical experiences ensures that there are limited impacts on student outcomes. Given that adjuncts are contracted for eight-week periods, this provides the School of Education the opportunity to continuously evaluate and determine the best instructors for subsequent semesters without long-term, annual commitments. This is advantageous for our students insomuch that the School of Education can contract new

instructors, as needed, so long as the expectations are consistent, clear, and upheld by new and existing faculty. Annual PD is provided by the School of Education, and all faculty are required to attend to maintain their faculty credentials.

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

There are no recommendations for increasing or decreasing personnel. The program is operating well with the credentialed adjuncts and FT faculty. Review and editing of adjunct credentials for this program was started in 2018 and completed in 2019.   The 2019 HLC visit notes that the process for delivering the program is adequate and no changes are necessary. Nevertheless, there is a need for more support in the School of Education to oversee non-certification curriculum specific programs. As a result, it was decided that a faculty line would be moved to oversee curriculum and instruction and curriculum leadership online coursework.

From 2019 HLC Site Visit:

Each program offered at additional locations is configured as a lockstep cohort. Each course is a requirement for the program, and the courses are offered in a specified sequence. Thus, as long as a student enters a program with the necessary previous coursework and does not miss a course, all of the courses needed for the program are available at that location during the duration of the cohort. In some cases of late enrollment or where medical or other emergency situations have arisen, students reported having picked up a missed course at a (reasonably) nearby location or online.

Consistency in curricular expectations is achieved by use of a standard syllabus for each course. The standard syllabus specifies textbooks and other readings, course outcomes, assessment instruments, assignments, and grading scales. Rubrics to be used are also provided. The instructor then brings her or his expertise and unique experiences and insights to bear and can make a limited number of additional assignments, thus augmenting but not basically changing the standard syllabus. Instructors interviewed expressed appreciation for this approach and did not feel unduly constrained in teaching the course.

Faculty are appointed from a pool of applicants—many more educators with appropriate credentials apply to teach in the programs than there are slots to be filled. Faculty vetting has several characteristics: area and level of degree credentials are one of the main criteria, but the nature and type of past or current experience is another main aspect. Once a decision is made to hire, the program director works with the new adjunct faculty member to identify specific courses of interest to the teacher and then approves the person for courses for which she or he is evaluated as qualified. The approved courses are listed in the faculty member's record.

Students reported that their experience in communicating with faculty outside of the classroom has been excellent, with fast response times. The students have the personal phone numbers and school email addresses for the teacher from the first night of class.

All new faculty participate in an orientation and training prior to their first teaching assignment. For continuing faculty, participation in WWU-provided professional development is required on an annual basis. Face-to-face sessions are held in each of the five regions once a year, and in some cases, online sessions have also been available. Faculty and administrators reported that a teacher will not be assigned to teach further courses if the annual professional development requirement has not been met. Faculty reported that the professional development sessions offered by the university have been very helpful. RPCs reported participating in two to three full-day sessions per year, as well as in monthly online virtual meetings, with program administrators.

As noted above, faculty are appointed from a pool of applicants, and there are many more applicants than there are slots to be filled. According to the program director and the education department chair, evaluation of prospective adjunct faculty is done following a written policy. Two of the main aspects of evaluation involve the area and level of degree credentials, and the nature and type of past and current professional experience. Institutional "fit" is also a consideration, and background check is also required.

Once a decision is made to hire, the program director works with the new faculty member to identify specific courses of interest to the teacher and then approves the person for courses for which she or he is qualified. The approved courses are listed in the faculty member's record. Initial orientation and ongoing training is required. When it comes time for a course to be offered at a location, the program director selects an instructor based on the list of instructors approved for that course and the nearness of an instructor's workplace and residence.

Financial Analysis of the Program

Financial Analysis by Program
Discuss trends in the program budget and actual expenditures over the past 5 years or since the last program review. Include a listing of any current course fees (include the course, the fee, and how the fee is used).

The program budget and expenditures has remained fairly consistent each year, with slight fluctuation. The budget covers RPC mileage for cohort visits, RPC in-person meetings/retreats, and adjunct professional development. Each year, adjunct faculty are required to attend annual PD to remain credentialed to teach at William Woods Univerity. Not attending PD autmatically prevents an individual to apply for teaching. There are no specific course fees in this program. There are no particular concerns with the monetary support for this program, or staffing.

Financial Contributions
Discuss any significant donations that the program received over the past 5 years or since the last program review.

We are not aware of any specific donations to this program.

Financial Needs
Discuss any program goals or strategies that could be enhanced with increased budget or resources, including how the increased funding would be used and how the increased funding directly supports college goals and strategic directions.

Funding for this program is not a concern at this time. We believe that the funding allows this program to support college goals and the strategic directions. The direction of the program and how it is delivered has changed over the past few years with the creation of an online option, and going forward with a sychronous online cohort option. A lot of stress was put on this program in the recent past with changes in state assessments, APR calculations, changes in principal certification, creating an online option, and going forward with a sychronous option. These changes all occured during a pandemic and navigating virtual classes via zoom. Compounded by the fact that these changes not only impacted current students, it also impacted students who long graduated and had not yet earned principal certification. Changes in a stressful environment could not be solved with money; however, it is exteremly frustrating to see that all our hard work has not been matched by enrollment numbers.

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.

not applicable; we are not aware of specific expenses that are non instructional.

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.

The Master of Education (MED) in Administration program provides the experienced educator a high-quality school administrator preparation program that is aligned to state and federal standards and is focused on the development of personal and professional skills MED in Administration students engage in a rigorous academic preparation program supported by embedded and onsite relevant field experiences designed to reflect the skills required of effective school leaders. The MED Educational Leadership program embraces the institutional goals of field competence, ethics, self-liberation, and lifelong learning.

Day-to-day administration of an elementary, middle, or secondary school presents unique challenges in organizational management and curriculum supervision. As a teacher or administrator with leadership as a career goal, students acquire the field competencies to meet these challenges through the combination of coursework, preparation for certification, and hands-on field experience that comprise the William Woods University Master of Education (M.Ed.) degree.

This degree prepares students for upward mobility within a school by becoming an ethicial teacher leader, assistant principal or building principal. Program graduates with a passing score on the state's building-level assessments are eligible for initial building-level administration certification. Successful completion of the program along with a qualifying score on the DESE assessments enables students to apply for a principal's certificate within the state of Missouri.

The standards for this program, the MLDS standards, are assessed in EDU 557, EDU 597, and EDU 583.

Principals must demonstrate excellence in an academic or professional discipline and engage in the process of academic discovery. - aligns with EDU 583 performacence assessment

Principals must exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society. - aligns with EDU 583 performacence assessment

Principals must develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions. - aligns with EDU 583 performance assessment

Principals must possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society. - aligns with EDU 583 performance assessment

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.

Program Assessment Matrix

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

Each course has standardized syllabus with mandated learning outcomes and with required assignments with scoring and assessment rubrics, aligned with program learning outcomes. Program administrators and instructors reported that assessment results are entered into a database by the instructor. This is the same assessment system used for courses on the main campus. The assessment results are analyzed, and the analysis is used in making improvements to the courses and programs. Results are discussed at faculty meetings and advisory meetings. While the assessment matrix is specific for course assignments in the program that align to the objectives, there are other points at which data are collected that are specific to the state requirements for preparation of educators. For the masters and specialist degrees in administration, the pass rates for the state building-level and district-level certification exams and performance-based exam results are also tracked. Several longer-term faculty noted that they had seen program and course improvements made on the basis of assessment results, confirming that the assessment results are actually being used to make improvements.

Quality improvement is driven by visits and observation reports from the director of operations, the program director, and the RPCs. In addition, careful attention is given to student course evaluations and concerns expressed by students via their class representative, faculty, and visiting RPCs and directors. At one location visited, students reported a room upgrade as a result of concerns expressed by students and reports from visits by the directors and the RPC.

Because certification requirements from the state change, frequent changes to the administration programs are required, and these changes have provided opportunities for improvement in addition to mere adaptation or compliance.

Several long-time faculty interviewed at our last HLC visit in 2019 reported observing that the syllabi have been revised and improved over time, and that marked improvements in program administration have been implemented during the past two years. It is evident that the new leadership overseeing the MEd Educational Leadership program has taken a more serious look at what students need to know and do to be successful school principals. As a result, the state APR has increased significantly. With that though, the assessment matrix has changed over time with more meaningful and accurate measures (both in and out of WWU assessment program) of students' performances.

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.

EDU 500	EDU 568	EDU 569	EDU 572	EDU 557	EDU 570	EDU 580	EDU 585	EDU 590	EDU 597	EDU 583
MLDS.1 Visionary Leadership Develops a clear, measurable, and shared vision				A Direct - End of Course 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Visionary Leadership					A Direct - End of Course 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	A Direct - End of Course 90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 1 rubric.
MLDS.11 Managerial Leadership Establishes routines, procedures, and schedules to maximize learning time.				A Direct - End of Course 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Managerial Leadership					A Direct - End of Course 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	A Direct - End of Course 90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 3 rubric.
MLDS.13 Managerial Leadership Communicates expectations, guidelines, and procedures				A Direct - End of Course 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Managerial Leadership					A Direct - End of Course 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	A 90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 3 rubric.
MLDS.17 Managerial Leadership Manages non-fiscal resources to support school goals and priorities				A Direct - End of Course 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Managerial Leadership					A Direct - End of Course 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS.20 Relational Leadership Establishes positive relationships with students				A Direct - End of Course 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Relational Leadership					A Direct - End of Course 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	A Direct - End of Course 90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 3 rubric.
MLDS.24 Relational Leadership Builds positive relationships with families				A Direct - End of Course 90% Meets or Exceeds Expectations; EDU 557 Summative					A Direct - End of Course 90% Meets or Exceeds Expectations ; EDU 597	A Direct - End of Course 90% of students score 3 or 4 on performance assessment

		Field Experience Reflection Paper; MLDS Reflection Rubric for Relational Leadership			Capstone Final Reflection Paper; MLDS Reflection Rubric	evaluated by the EDU 583 Step 3 rubric.
MLDS.26 Innovative Leadership Collects knowledge, skills, and best practices for improving teaching and learning		**A** Direct - End of Course			**A** Direct - End of Course	**A** Direct - End of Course
		90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Innovative Leadership			90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 4 rubric.
MLDS.28 Innovative Leadership Demonstrates self-awareness and a commitment to on-going growth and development		**A** Direct - End of Course			**A** Direct - End of Course	**A** Direct - End of Course
		90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Innovative Leadership			90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 4 rubric.
MLDS.3 Visionary Leadership Collects, analyzes and interprets data to evaluate results for continuous school improvement		**A** Direct - End of Course			**A** Direct - End of Course	**A** Direct - End of Course
		90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Visionary Leadership			90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 1 rubric.
MLDS.4 Instructional Leadership Engages and supports staff to vertically and horizontally align curriculum to state/district standards.		**A**			**A** Direct - End of Course	
		90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Instructional Leadership			90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	

Assessment Data

Annual Assessment Report 2021-2022

Annual Assessment Report 2020-2021

EDU_597_Rubric_Report_04_25_2021_142230.pdf
MPEA_Rubric_Report_Four_Year_02_08_2021.pdf
Via___Untitled_Rubric_Report_04_25_2021_143028.pdf

Annual Assessment Report 2019-2020

MPEA_Rubric_Report_Four_Year_02_08_2021.pdf
Via___EDU_583_Analysis_Rubric_Report_05_01_2020_125403.pdf
Via___MED_Admin_2_Rubric_Report_05_01_2020_153201.pdf
Via___MED_ADMIN_ONE_Rubric_Report_05_01_2020_153247.pdf
Via___EDU_583_Analysis_Rubric_Report_05_01_2020_125403.pdf
Via___MED_Admin_2_Rubric_Report_05_01_2020_153201.pdf
Via___MED_ADMIN_ONE_Rubric_Report_05_01_2020_153247.pdf

Annual Assessment Report 2018-2019

Cycles_of_Performance_Assessment_Data.docx

Annual Assessment Report 2017-2018

APR_FILES.zip

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.

Tracking assessment data began in 2018. To our knowledge, prior to 2018 little to no data collection, reflection, and program improvement was made. Even if there was data collection, the prior syllabi for the program were not addressing the MLDS standards. Systematic changes to align the curriculum, increase instructional expectations, and instructional oversight has had an overall positive influence in this program. Prior to 2018, the pass rate on the building level content assessment was below state average, at around 80 percent. In 2019, the pass rate on the content assessment increased to 92%, exceeding the state average. Of all individuals taking the building level content assessment in the State of Missouri, 22% of them were William Woods University graduates. Systematic annual tracking of performance assessment scores, pass rates, and APR ensures that progress is made in areas where progress needs to be made in the program.

In 2019, the program curriculum revision was complete. In 2020, a new assessment matrix was established. Going forward, data collected in our internal data collection system (via) aligns with state and national building leadership standards instead of assignment rubrics. Data is collected and analyzed in EDU 557, EDU 597, and EDU 583. EDU 583 is the Missouri building level performance assessment. William Woods University is one of the few if not only university in the State of Missouri who now requires a passing score on the performance assessment (MPEA) to earn both a degree and building level certification. The efforts to realign the curriculum to state standards has positively changed pass rates for both the content assessment (92% pass rate) and performance assessment (100% pass rate).

Per the internal (via) assessment program, our students have performed to our expectations; however, it should be noted that as the curriculum changed, expectations changed, and the assessment matrix changed therefor creating the illusion that students have performing at the same level over the past five years. The constant measure has been performance on APR, which has increased dramatically, from 80% in 2019 to 95% in 2022.

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.

Table: 2018-2019 Cycle Data

		Program Completers					Certification Candidates		% of Program Completers Who Become Cert. Canidates	Failed MOCA		% of Program Completers Who Fail MoCA	Did Not Attempt MOCA	% of Program Completers Who did not attempt MoCA
	Cycle	Step 1	Step 2	Step 3	Step 4	n	Ave	MOCA	n	n	MOCA	n		
1	11/1/18	3.10	3.35	3.22	3.31	49	12.98	238.62	34	69.39%	6	208.00	17.60%	9	18.30%
2	3/1/19	3.10	3.16	3.32	3.55	121	13.12	238.64	53	43.80%	8	203.25	15.10%	60	49.58%
3	6/1/19	3.26	3.47	3.40	3.61	70	13.74	247.31	29	41.00%	2	206.00	6.80%	39	55.71%

Table: 2019-2020 Cycle Data

		Program Completers					Certification Candidates		% of Program Completers Who Become Cert. Canidates	Failed MOCA		% of Program Completers Who Fail MoCA	Did Not Attempt MOCA	% of Program Completers Who did not attempt MoCA
	Cycle	Step 1	Step 2	Step 3	Step 4	n	Ave	MOCA	n	n	MOCA	n		
4	10/1/19	3.15	3.40	3.50	3.55	20	13.60	243.69	13	65.00%	0	NA	0.00%	7	35.00%
5	3/1/20	3.21	3.35	3.24	3.30	91	13.10	244.06	30	32.97%	2	197.50	2.19%	59	64.84%
6	6/1/20	3.31	3.31	3.15	3.38	13	13.15	237.56	9	69.23%	1	214.00	7.69%	3	23.08%
7	9/1/20	3.20	3.16	3.20	3.16	25	12.72	249.00	11	44.00%	1	210.00	4.00%	13	52.00%

Table: 2020-2021 Cycle Data

		Program Completers					Certification Candidates		% of Program Completers Who Become Cert. Canidates	Failed MOCA		% of Program Completers Who Fail MoCA	Did Not Attempt MOCA	% of Program Completers Who did not attempt MoCA
	Cycle	Step 1	Step 2	Step 3	Step 4	n	Ave	MOCA	n	n	MOCA	n		
8	10/1/20	3.22	3.30	3.27	3.35	17	13.12	235.50	6	35.29%	0	NA	0.00%	11	64.71%
9	12/1/20	3.24	3.25	3.08	3.25	51	12.84	241.69	23	45.10%	0	NA	0.00%	28	54.90%
10	3/1/20	2.98	3.07	3.00	3.32	41	12.37								
11	5/1/20	3.19	3.26	3.21	3.33	18	13.44								

Ave Performance Assessment

Ave.MoCA

% of Program Completers Who Fail MoCA

Number of Certification Candidates By Cycle
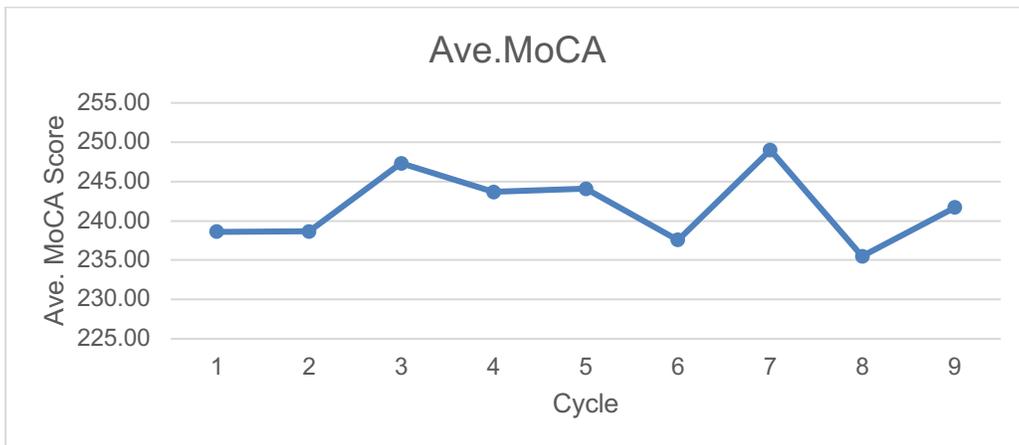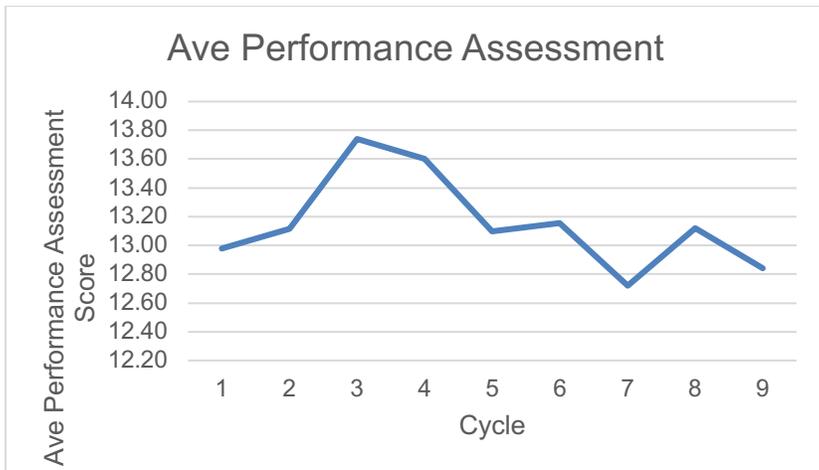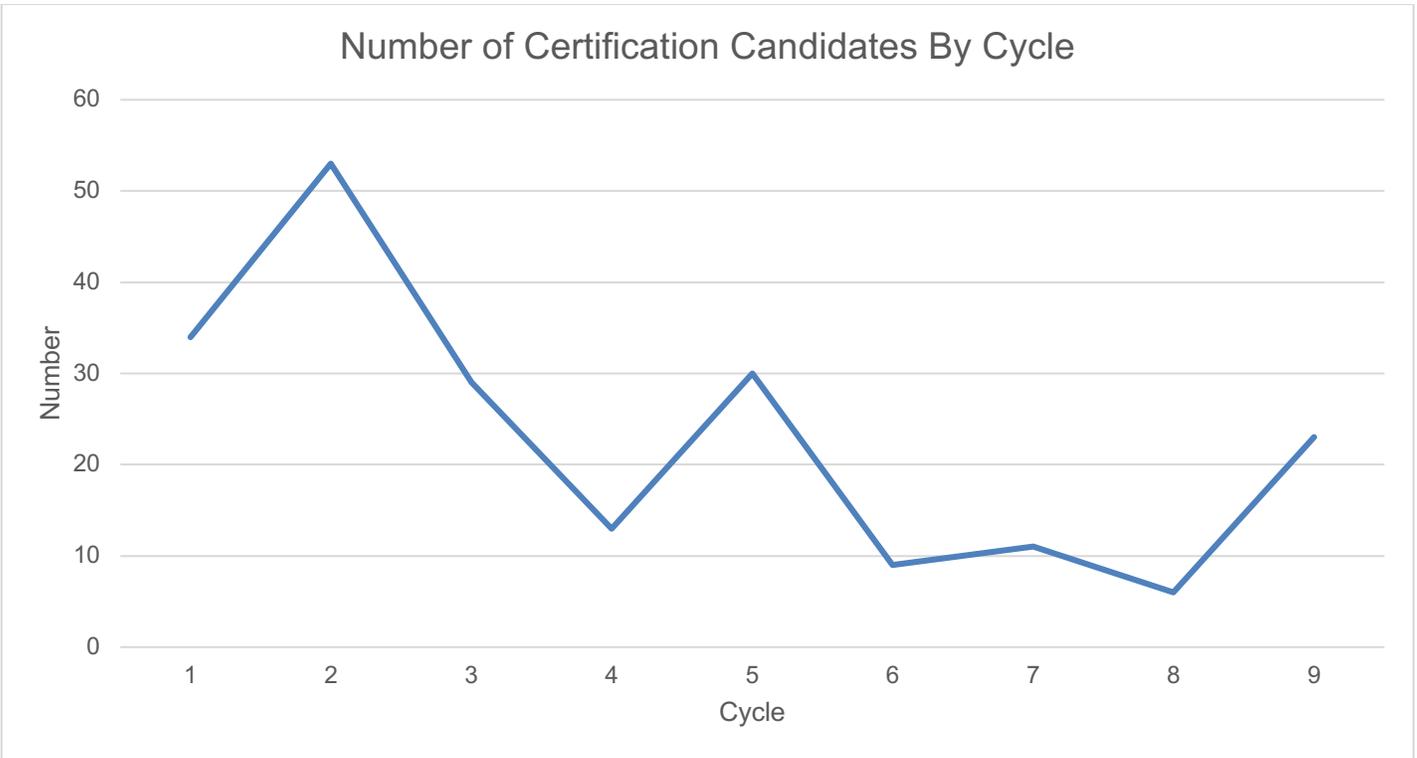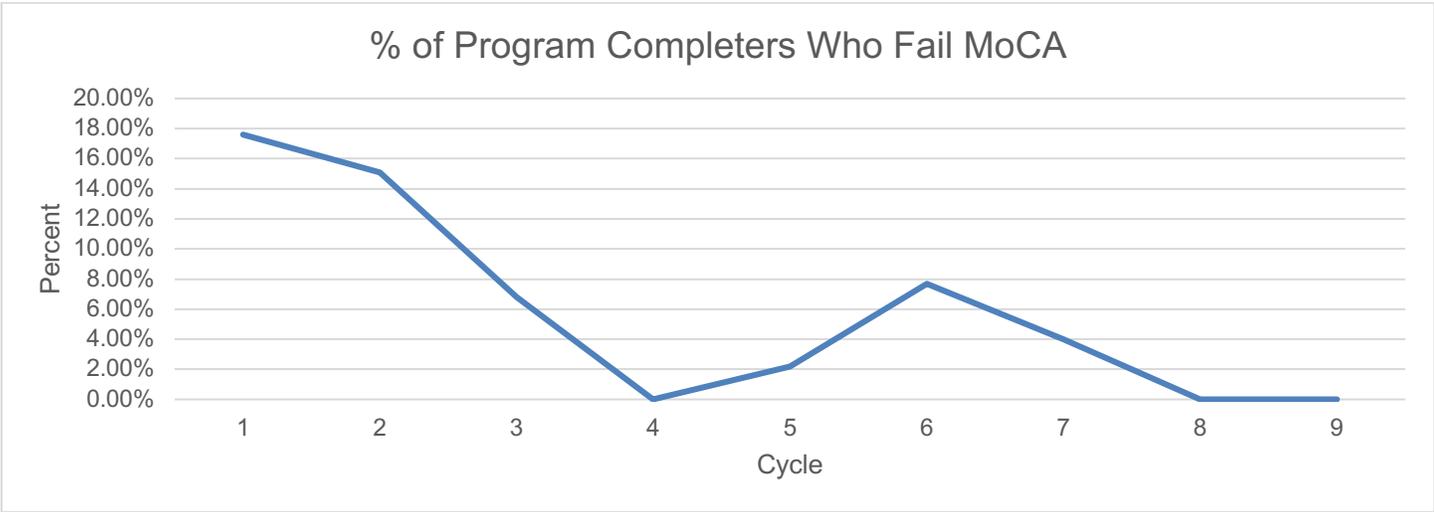
Table: 2021-2022 Cycle Data

	Program Completers						Certification Candidates		% of Program Completers		Failed MOCA		% of Program Completers		Did Not Attempt MOCA	% of Program Completers	
Cycle	Step 1	Step 2	Step 3	Step 4	n	Ave	MOCA	n	Who Become Cert. Canidates		n	MOCA	Who Fail MoCA		n	MOCA	Who did not attempt MoCA
8/1/21	3.03	3.23	3.13	3.30	30	12.70											

				2019-2020							
	Pass rate	MOCA									
	WWU	State									
19- 2020	93%	91%									
18- 2019	73%										
17- 2018	84%				Building Level Content Assessment Pass Rate.						

						184 Take	171 Pass	93%	
						22% of all test takers in 2020 academic year were WWU grads.			

Data Below is found in the Appendix:

MPEA.zip
2017_EdPrepSummaryDataReport___Public2017.docx
2018_EdPrepSummaryDataReport_Leaders_Counselors.docx
EdPrepSummaryDataReport_Leaders2019.docx
APR_Shadow_Data_2020.docx
2015_2018_First_Year_Principal_Feedback.docx
2015_2018_Mentor_Principal_Feedback.docx
2018_2019_First_Year_Principal_Feedback.docx
2018_2019_Mentor_Principal_Feedback.docx
2019_2020_First_Year_Principal_Feedback_Report.docx
2019_2020_Mentor_Principal_Feedback.docx
2020_First_Year_Principal_Feedback.docx
2020_Mentor_Principal_Feedback.docx
2020_2021_First_Year_Principal_Survey.docx
2020_2021_Menor_Principal_Feedback.docx

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?

The assessment matrix has shifted recently, as previously discussed. The assessment matrix changed to align with National Policy Board for Educational Administration Standards, Professional Standards for Educational Leaders, and the Missouri Leadership Development System (MLDS). The changes in coursework to move away from ISSLC standards to new national standards required curriculum and assessment realignment. Since 2018, the School of Education has tracked student data to MLDS domain standards of visionary leadership, instructional leadership, innovative leadership, managerial leadership, and relational leadership (https://dese.mo.gov/educator-quality/educator-development/missouri-leadership-development-system).

The visionary leader: 1. Inspires stakeholders to focus on how each person can actively participate in developing a shared vision (PSEL 1a,b,d,e; 5f; 7c; 10c)2.Uses multiple methods to effectively communicate the school vision to all external and internal groups(PSEL 1c,d,f,g; 5f; 8c,h; 9l) 3.Establishes a systematic and ongoing cycle of continuous improvement that includes data collection, analysis, planning, and evaluation(PSEL 1d,e;4a; 6e; 9a; 10a,b,g).

The instructional leader: 4. Ensures staff regularly collaborates to continuously monitor and adjust the vertical and horizontal alignment of the curriculum to improve student learning(PSEL 4a,b; 6d; 9i; 10a,e)5.Facilitates opportunities for collaboration and modeling of instructional practices appropriate to the learning content(PSEL 2b; 4b,c,d,e; 6d,e; 10a,f)6.Develops a systemic process for the continuous improvement of all teachers' instructional practice(PSEL 2b; 4b,d; 6a,e,f; 10c,e,f)7.Develops a systemic, collaborative process for the development and use of formative and summative assessments(PSEL 4a,b,f; 6d)8.Develops a systemic data teaming process for the analysis of student level data to improve the instructional process and student growth(PSEL 2c; 3a; 4b,g; 6e; 7g; 9g; 10a,c,e,g,h)9.Develops a cycle for continuous, focused collaborative professional learning and growth(PSEL 6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g).

The managerial leader: 10. Inspires stakeholders to continuously improve an environment that is safe and supports student learning(PSEL 2a; 5a,c; 8g; 9e; 10h)11.Collaborates with community, family, and student representatives to monitor and adjust routines, procedures, schedules and technology use to ensure a positive, safe, healthy, orderly and equitable learning environment (PSEL 3d,e; 5a,c,e; 9a,e,f,h,j; 10a)12.Refines to improve the collaborative process for recruiting, screening and selecting candidates(PSEL 6a,b; 9b; 10a)13.Empowers staff to continuously hold each other accountable to the highest professional expectations including respecting the rights of staff and students(PSEL 2a,d,f; 4a;

7a,c; 9b,h; 10a,f)14.Maintains a legal and ethical system of interventions and supports for resolving personnel issues(PSEL 6a,b,c,h; 9k; 10f)15.Monitors and revises systems to ensure compliance with all records and reports(PSEL 9h)16.Develops and implements a system to continuously address school goals and priorities through the effective allocation of fiscal resources that meet district and statutory requirements (PSEL 2a; 5c; 8j; 9a,b,c,d,h)17.Develops and implements a system to continuously address school goals and priorities through the effective allocation of non-fiscal resources that meet district and statutory requirements(PSEL 2a; 5c; 8j; 9a,b,c,d,h)

The relational leader: 8.Collaboratively establishes a system responsive to student demographics for ensuring equity in the teaching and learning process(PSEL 1c; 2d,e; 3a,b,c,e,f; 4a; 5b; 7b,d; 10a,c)19.Collaboratively integrates in and out of school strategies and resources to provide for the welfare of students(PSEL 2c,e,f; 3a,b,c,d,f,h; 5b; 8e,g,l; 10a)20.Ensures positive and ethical relationships are an integral part of the culture of the school(PSEL 2e; 3a,b,d; 5b,d,e)21.Createsethical, collaborative relationships that promote open dialogue and respect for multiple perspectives(PSEL 2a,e,f; 7e; 9j)22.Maintains a collaborative culture where support and respect among staff are the norm(PSEL 2b,d,e,f; 3g,h; 6h; 7a,b,c,d,e,g; 9k; 10a,d,f)23.Develops and sustains a collaborative team culture that effectively integrates teacher leadership(PSEL 6g; 7b,d,h; 10a,e,j)24.Ensures sustained and transparent relationships with families(PSEL 2d; 3a,h; 5d,f; 8a,b,c,d,g; 10a)25.Collaborates with stakeholders to continuously monitor and adjust support for the school program(PSEL 3f; 5d,f; 8a,b,c,d,f,g,j; 10c).

The innovative leader: 26.Leads a systematic process for selection and delivery of professional development experiences to support continuous improvement of teaching and learning(PSEL 4c,e; 6f; 10a,c,f,i)27.Assumes leadership positions in professional networks to help others gather new knowledge and understanding(PSEL 6i; 10g)28.Models reflective practice and engages in an intentional professional development program to continuously improve performance (PSEL 2b; 6i; 10c,g,h)29.Utilizes an intentional feedback system to continuously improve and refine performance(PSEL 6i; 10c,g,h)30.Intentionally devotes a high percentage of time to school priorities(PSEL 6i)31.Establishes a culture of inquiry in which members of the staff and community openly and respectfully discuss important beliefs about teaching and learning (PSEL 2a; 3g,h; 7f; 8h; 9f; 10d,i)32.Creates a culture of innovation that continuously examines strategies for change and improvement (PSEL 2b; 3f; 7f; 8j; 9f; 10d,e,i).

The MLDS Domains (which also align to PSEL standards) are measured by our annual APR report, and state recorded performance assessment scores from EDU 583. The performance assessment is housed in EDU 583 and each assessment is double scored by a state trained evaluator. Tracking of APR and performance assessment data began in 2018.

Recent alignment of coursework will allow tracking of MLDS domains in students first and second half of their program and not just at the end. The course that initially tracks students' progress occurs in the third of three 16-week one credit hour EDU 557 courses. The second point for tracking student progress is in EDU 597, closer to the end of students' programs. The final point for tracking students' progress is the actual state required performance evaluation. The MPEA assessment is attached under the principal cycle core data. EDU 557 and EDU 597 tracking assignments can be found under the first tab, additional program resources, requested syllabi.

The pass rate for the building level content exam is for the first time higher than the state average. The state average is a 91 percent pass rate, and WWU graduates are at a 92 percent pass rate comprising 22 percent of all certification candidates in the State of Missouri.

Our first-year mentor to WWU graduated principal satisfaction scores have been overwhelming positive. The lowest score received is pertains to this specific item: The principal was prepared to work with personnel to develop professional growth plans for improvement of student learning.

The state average for this item between 2015 and 2021 was 4.17 out of 5.0 (with 5.0 meaning exteremly prepared). WWU 2020-21 average was 4.02 for this item.

Another low item for WWU graduates was also in the area of instructional leadership: The principal was prepared to use data and research to facilitate learning for all students.

The state average for this item was 4.25 while the WWU average was 4.09. Since the curriculum revisions have already gone into affect, I look forward to these scores increasing over time.

Overall satisfaction of our graduates working in the field is measured using a 4.0 scale (with 4.0 being the highest score). William Woods is tied with the state average at 3.48 for the item: Based upon the performance based evaluation of this first year principal, how would you rate his/her impact upon students, teachers, and school community?

It is reasonable to assume that WWU scores have a relatively dramatic impact on state averages given the enourmous number of graduates working as principals in Missouri.

***This data is confidential with assurances and cannot be made public.

Given that a reliable internal and external data reporting system was not fully utilized until 2018, we are on the right track for continued monitoring and 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.

3: Exemplary

The history of the program is well explained through documentation found in the HLC report and the recent reports of Dr. Concannon and Dr. Logan. The program initially experienced rapid growth after its inception in the early 1990's. (Eventually, they reached more than 50 locations throughout the state, with more than 200 adjuncts teaching in the settings.) With this many adjuncts, this reviewer believes it would have been extremely difficult to maintain consistency through content, style, and implementation of course objectives. Internal reviews also indicate that instructors were not monitored or evaluated, and many did not teach for the length of time required by the college and published in syllabi. Successful program completers were at 70-80 percent, while GPAs were noted to be 3.5-4.0. New leadership began addressing these problems of inconsistency and quality. The program has coped well throughout many changes during the past 5 years and now has become a completely on-line program. Reduction in the number of instructors as well as a change to the on-line program format allows for consistency and better-quality instruction. Although this program has maintained accreditation, there was a period when the accreditation was re-evaluated by DESE. Since then, the accreditation process has changed, and the M. Ed. Program has significantly improved. The process of instructor evaluation has been revised and instructors are held to high standards. On-line access allows for monitoring by supervisors for quality and time. The APR is currently over 90%, a testimony to the improvements.

Current enrollment lows should be attributed to the period of the pandemic which interrupted all learning systems as well as the transition to online programs. Students in the middle of their program when it became an on-line program may have difficulty adjusting to the lack of face-to-face cohort sessions with an instructor. When the cohort model was in place in more than 50 settings, this alone increased the visibility of the program and served as a recruitment tool. With appropriate and innovative recruitment and marketing for the on-line program, I would anticipate a significant increase in enrollment over the next 2-3 years.

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.

2- Adequate.

Program mission is clear and mirrors the University mission statement. For improvement, the reviewer recommends that the mission should maintain the relationship to the university statement but be expanded to include the ethical and moral impact of excellent school leaders to uphold equitable, high standards in K-12 Education. The profession is extremely important, and the mission should include that "children are dependent on the quality of school leaders in providing access to excellent academic and social-emotional learning."

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.

3-Exemplary

The retention numbers are detailed between the cohort in-seat program and the current on-line program. New ideas are being implemented, such as value-added time on one evening per week, when time is designated for students to call in if they have questions or need clarification on any area. This also provides the opportunity to build relationships between the instructor and the students. Extraordinary record-keeping is done to have a current snapshot of student satisfaction, and this includes placing great value on student evaluations. Additionally, each course is visited during at least one class time by a regional coordinator. This goes beyond most universities for the supervision of on-line coursework and student satisfaction.

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.

2-Adequate

These are well above average, but it is suggested that improvement plans for retention and graduation rates should be written and evaluated annually. It is suggested that faculty meet and review the strategies for retention and graduation, and that roles for each faculty member are understood. It is likely that with a single advisor for the program, communication will be stronger and more immediate if a student drops out of an 8-week session for any reason. The responsiveness of the university in meeting student needs is a strong assist to the retention and graduation numbers.

Flyers have been developed, and they are well done. These should be posted in area schools. Recruitment seems to be the area of greater need now that the program is online.

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.

3-Exemplary

There is one advisor for all Curriculum Leadership and for Education Leadership students. This allows for consistency in communication to all students. He clearly communicates to students their program plan and options they have for coursework. Students know that they can contact him at any time, and he is accessible. Having one person in this role is beneficial for students and other faculty. This is unusual but seems to be working very well.

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.

3-Exemplary

The advising process is clear and consistent through the use of one advisor for all students. He has the knowledge of their program and the relationship with each student is built over time spent advising every eight weeks. Careful notes are taken after each conversation. There should be no more than one 8-week period in which students do not have an acceptable class to take. This goal is being realized.

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.

3-Exemplary

Record keeping in this area is exemplary. The college keeps an extensive list of students in their internships and collects data on three different points during the internship. Input is provided through the university supervisor and by the in-district supervisor.   The data is used to guide and focus the intern, and to address any need or clarification for the supervisor. The on-site supervisor, the student, and the University supervisor are consistently appraised of action plans and progress of the student throughout the internship. This level of supervision is greater than expected.

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.

2-Adequate.

Opportunities are posted in the education building regarding certified positions that are open, and these are also listed in newsletter. Students are familiar with DESE sites that inform them of policy changes or openings for high need areas and loan forgiveness programs.   This reviewer suggests adding a "posting of positions" to the William Woods Education Leadership website for easy access by program completers. It is suggested that the HR departments of districts represented on the advisory board lead the way in notifying the college of positions that need to be filled. The Advisor could follow through with program completers who are qualified for these positions.

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.

3-Exemplary

Initial records are kept at a 100% level because students provide this feedback at the end of their program. Currently, six hundred and six school leaders across Missouri hold at least one degree from William Woods, and this information is posted on the website. This is impressive and could serve as a network if it were kept up to date with names, positions, and correct email. This network could serve to inform WW of new openings that could be posted. When graduates move from one position to another, they should notify the college.   (There is no way to ensure that this will happen.)

Dr. Logan introduces herself to all beginning classes and establishes herself as the point of contact for questions, concerns, and need for further information. Relationships are a priority with instructors, faculty, and administration, and students are required to provide exit information which includes where they are practicing, and the position held.

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.

3-Exemplary

A template has been created for course rotations, but the Department Chair always has final approval over the offerings for a given eight-week period. This fluidity allows for rotations to be interrupted when they are not meeting the needs of students. An example of this is that since DESE changed certification to K-12 instead of K-6, K-8, or 9-12, students who had not finalized their certification must come back to the college for additional internship hours and up to three additional

courses. Students need to complete this in the timeliest way, and the course schedule has been adjusted to accommodate these students.

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.

3-Exemplary

The program has undergone recent revision. The perceptions of on-line instruction by students and by instructors are both negative and positive, and it is anticipated that these will change over time to more positive thinking.   Many students do not believe they learn as well in an online format, but on the other hand, they appreciate being able to do the work in any setting and the freedom to be very informal as they participate. The course rotations allow for flexibility in some choices, and some consistency for other specific courses. This is by design and is to best meet student needs. Having a main advisor who knows all students' needs as well as the course rotations is a plus for students. Demand is currently higher by students who graduated years ago but never sought certification. These returning students will need additional coursework and internship hours, creating higher demand for some coursework. The university is ready and well-equipped to meet the needs.

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.

3-Exemplary

Course offerings are aligned to Professional Standards for Education Leadership as well as the Missouri Leadership Development System. All coursework has been approved by DESE and meets criteria for the Principal Preparation program.   MLDS treatments are used when appropriate, making this program more advanced than many others in the state. This is encouraged by MPEA (Missouri Professors of Educational Administration) and DESE (Department of Elementary and Secondary Education), but many programs are at the beginning of this implementation and all coursework is not integrated. *William Woods is advanced in their program design area and should serve as a role model for others implementing the changes.*   Their program begins with seamless integration of the MLDS priorities.

2.4 Discussion 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.

3-Exemplary

The need for William Woods to re-evaluate their program due to APR and internal review coincided with DESE certification changes and with the DESE change in performance assessment for school leaders. This allowed for a full re-consideration in their approach to the leadership preparation programs, ultimately resulting in advanced restructuring with the Missouri Leader Development System serving as the framework. The Action Research course is early in the program and serves as the basis for the MPEA Performance Assessment. Aspects of the MLDS are developed across all courses (as appropriate), providing a cohesiveness to their program that is not often seen in others. Treatments are integrated with coursework whenever it is appropriate.

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.

3-Exemplary

As noted in the above paragraph, the rationale for change was trifold, based on internal evaluation, DESE changes to certification, and DESE changes to the Performance Assessment. William Woods is now a leader in innovative coursework and MLDS treatments.

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.

3-Exemplary

This is a specific strength of the program. Student evaluations are used extensively for vetting the instruction received. Concerns are immediately addressed and if these are repeated concerns, the instructor is not invited back to teach. Action plans may be developed as needed. Faculty quickly responds to instructors, and they know how the students viewed his or her delivery and content for each course. Few programs offer this degree of guidance and coaching for their adjunct instructors. Their record keeping of evaluations, discussions, and coaching is exemplary.

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.

3-Exemplary.

All course descriptions are detailed and highly specific in their development and implementation. Students are provided with the MLDS domains and the PSEL standards within the course, and the MLDS treatments are embedded. At all times, students know which standard(s) they are meeting. This enables students to see the broad picture represented by each standard as well as the smaller actions that make up the work represented within that standard. The MLDS website and the PSEL standards are available on-line for all students.

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.

3-Exemplary

All students have their own technology. Full time faculty have computers provided by the University. Part-time faculty may request a University provided computer if needed. Instructors are notified four weeks in advance that they will be teaching. These instructors receive materials and supplies at least two weeks prior to teaching the material. When needed, the instructors are provided their University Zoom account. (Additional supplies include a course bag which has the following: log in information, email information, directions for accessing your course, course syllabi, and text.) These materials are mailed to each instructor, and this makes for a highly efficient system that gives the instructor at least 2 weeks for preparation. Course materials are easily returned after the teaching of a course with a mailer provided and explicit directions for the return of materials.

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.

2-Adequate

Physical space is not an issue now that the program is on-line. Full-time instructors have their own offices and adequate technology to administer the program. Part-time instructors working from home receive everything necessary to deliver the course. There could be a designated "adjunct office" for individuals who may want to teach on campus instead of at their homes. A survey could be conducted to see if this is a need.

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.

3-Exemplary

All instructional materials are provided, and deficiencies are corrected as soon as they are identified.

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.

3-Exemplary

Reference librarian is available for student support. She provides a guide, and annotated bibliography of example research projects, and a wealth of support and resources through the click of a link. There are no deficiencies that effect student learning.

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.

3-Exemplary

The faculty is well qualified, and all have a background serving in public schools' administrative roles. They have identified personal competencies and use these effectively for excellent teamwork. On-line adjunct instructors are carefully selected and again, are recent retirees from administrative positions in the public schools or are currently administrators in area districts. There is careful supervision and student evaluations are heavily weighted in determining how well the course went.

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.

3-Exemplary

The rationale for using recently retired or current administrators as adjunct faculty is strong. The WW faculty believes that a strength for them is having a variety of recent or current administrators as instructors. The best knowledge comes from those who know the context.

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.

0-Not evidenced

There is not a rationale nor recommendations to improve resources that would address deficiencies but there are no identified deficiencies.)

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.

O- Not evidenced.

This area is not reported.

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.

2-Adequate

The program includes university learning outcomes in the mission, but assessment measures are not included.

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.

3-Exemplary

Program learning outcomes are very clear and so are the assessment measures. Assessments occur within individual courses as well as in course clusters for the Missouri Leader Development System. There are two state assessments as well, one of which is conducted by MPEA. Dr. Logan is a member of MPEA and so is the supervisor of the capstone. Continuity is provided throughout the program, anchored by MLDS and PSEL. The "problem" for use in the MPEA Problem solving exam is identified when the student takes the Action Research course.

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.

0-Not evidenced

No student learning gaps are identified.

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.

3-Exemplary

Student learning objectives are well developed and appropriate for the Master's in Education Leadership Program due to the emphasis on the Missouri Leader Development System and the PSEL Standards.

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.

3-Exemplary

PSEL standards and the MLDS are newly adopted by DESE and serve as the initial and the summative assessments for the program. It is not anticipated that these will change, and therefore each Program Learning Outcome is assessed multiple times through the entire program.

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.

3-Exemplary

Assessment data on courses and on the program as a whole is well documented. All key administrators are now in place and the next data collected in five more years should provide excellent and consistent information in a five-year window. The assessments will not change.

External Reviewer Summary Statements

● What do you see as strengths for the programs?

The coursework is innovative and is a great example of PSEL and MLDS integration. These are the state standards for the program.

The continuity of the program from course to course is outstanding.

The single advisor for all students across the program is another factor which contributes to strong relationships and to continuity in advisement.

There is careful selection of adjunct instructors who are employed by a school district or those who are recently retired from one.

Supervision of the interns is excellent and provides coaching and goal setting for an action plan. Three data points are used for the goals and for the coaching that may occur from the WW supervisor or the district administrator.

The administrative team members that are in charge of this program work well together and are committed to continuous improvement.

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

The addition of "Value-added" time for instructors to be available for answering questions and generally being available for any questions about the program is to be commended.

The instructors having "editorial permission" for the course enables this online program to be very responsive to student needs.

The quality of the adjuncts is exceptional.

Professional development for adjuncts is exemplary and required.

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

Marketing and enrollment are the two greatest needs at this time. These specialized area experts must be deeply knowledgeable about the programs that they are marketing. Additionally, marketing and enrollment should inform all professors in the Graduate Education Programs the strategies being used. Growth of the programs will be largely due to success by the university in these two areas.

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

It is the reviewer's opinion that the program will not reach its full capacity for several more years, and that will be dependent on marketing. Once ideal numbers are achieved, the program can consider expansion. Marketing across state lines will be challenging and should be focused on national organizations such as NEA for teachers and Association for Supervision and Curriculum Development for administrators.

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

As a professor in a neighboring institution, it has been a pleasure to see the many changes that have been made at William Woods University. I view the program to be a leader in the field and one that MPEA and DESE should be highlighting for their innovation and excellence.

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.

3.7 Provides rationale to improve resources.

  There are no identified deficiencies.

3.8 Provides sound rationale on financial aspects.

  Cost per major is not reported.

4.3 Student Learning Gaps Identified

  Learning gaps are identifiable through our certification requirements, assessment program, and state reports, but there is presently no evidence of gaps. This program has improved consistently year - to - year.

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

- Curriculum alignment to the MLDS standards

- Consistent FE instructors monitoring FE (field experience) and data collection (frequent communication of expectations)
- A constant advisor (Roger) who provides students advice on the proper sequence of courses.

- Revised courses to include embedded authentic experiences in the field.

- Faculty meeting with students consistently over Zoom on Wed evenings (a weekly value-added dive into the content that is optional for students to attend).

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

A challenge is to make appropriate adjustments to or to respond to DESE requirements both programmatically and to students.

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

The program chair belongs to and is active with the Department of Elementary and Secondary Education. The program chair clearly communicates with faculty and students if certification changes occur. The program chair is constantly engaged with Missouri Professors of Education Administration to advise and report aspects surrounding state certification requirements.

Academic Council 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)	3
Comments: The history is too long – it did not stick to the -300 word limit.		
1.2	Program's purpose/mission is clear, including relationship to the university's mission statement.	3
Comments:		
1.3	Clearly describes the approach to maintain or improve student retention and graduation rates.	2
Comments: * Not clearly elaborated upon although data was provided. There is a clear disconnect between what the School of Education believes to be an effective strategy to maintain or approve retention and what the university is doing. A plan for marketing and admissions is needed.		
1.4	Program has clearly defined strategies for retention and graduation rates of students.	2
Comments: Did not see a strategy in the narrative. The program was dealt a blow with the reduction of on ground cohorts. The university needs to include additional marketing & recruiting resources to make up for the loss of on ground focus. The school of education is limited to what Admission and the Marketing department do		
1.5	Program advising loads are appropriately delegated throughout the program	2
Comments: At the current time the advising load is adequate, but with any growth, the load will become challenging.		
1.6	Program has clearly articulated advising processes followed by advisers within the program.	2
Comments: Advising processes are not outlined in the report as advising policies and processes are outside the program.		
1.7	Comprehensive accounting of graduates in internship placements	3
Comments: Field experience courses and detailed records		
1.8	Provides detailed description of possible employment positions for graduated students.	3
Comments:		
1.9	Post-graduation data is complete and provides a picture of where students go after graduation.	3

Comments: Detailed post-graduation data is maintained.		
Curriculum		
2.1	Course rotation is followed in the way courses are offered with minimal tutorial/independent study courses.	2
Comments: All courses are not meeting enrollment goals aside from the shared courses.		
2.2	Reflection on course offerings and enrollment of courses, rotation, and demand.	2
Comments: Courses align with professional standards for Education Leadership		
2.3	Course offerings appear appropriate for the needs of the program.	3
Comments:		
2.4	Discussion on curriculum changes based on assessment are clearly explained and complete	3
Comments:		
2.5	Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions.	3
Comments:		
2.6	Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.	3
Comments: took measures to increase teaching effectiveness and scores have gone up over the past 3-4 years.		
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:		
3.2	Summarizes the physical space available to the program	2
Comments:		
3.3	Summarizes the Technology equipment needs and supplies noting any deficiencies and the impact on student learning.	2
Comments: synchronous options or more robust asynchronous options should be made available to the program.		

3.4	Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning	2
Comments: Support the suggestion to compare library holdings to institutions with like programs.		
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.	3
Comments: Current staffing levels are adequate.		
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 not complete in the report. Cost per major data should be available to programs. The program reports no fiscal needs.		
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.	3
Comments:		
4.3	Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.	2
Comments: No evidence of gaps reported, Curriculum revisions have been made to address lower principal satisfaction scores.		
4.4	The student learning objectives are appropriate for the specific discipline.	3
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.	3
	Comments: Began assessing program objectives by addressing MLDS standards in 2018, and new assessment matrix in 2020.	
	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: There are multiple measures to assess program performance. Action plans for continuous improvement stem from the annual assessment process.	
5.2	Response to the external review is complete and detailed	2
	Comments:	
	Conclusion	
6.1	Strengths of the program are discussed	2
	Comments:	
6.2	Challenges of the program are discussed.	2
	Comments: Limitations in part are due to DESE requirements	
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:	

Noted strengths of the program:

- Assessment of program objectives.
- The review was thorough and detailed.
- Quality adjuncts who are committed to the success of the program as evidenced through teaching evaluations and out of class communication with students.
- Field Experience instructors are consistent to students throughout the program.
- Leadership works with DESE and students to ensure certification requirements are communicated and met.
- Assessment data has shown continued success in terms of state APR and student performance assessment, and content assessment passage rate.
- The program is in a state of continued review, and if action plans are required, they are completed to the end.
- Reporting on placement data is very strong.
- Strong assessment processes.

Noted challenges of the program:

- Enrollment has declined significantly.
- Limited information regarding the financial aspects of the program
- Constantly adapting to keep up with DESE changes.
- There is an insufficient number of advisors to support this and other graduate programs considering expected growth.
- The shift in focus to an online format has distracted from on-ground cohort creation.
- Limited communication regarding admissions operations.

Recommendations moving forward:

- Work with Marketing and Admission to create an aggressive strategy for increasing enrollment. There must be a high level of communication between departments for this to be successful and this can be challenging.
- Look at hiring additional personnel in advising and the registrar's office.