



**PREPARING
EXEMPLARY
PRACTITIONERS** | FIELD-BASED
INQUIRY
PROFESSIONAL
EXCELLENCE
BETTERMENT
OF SOCIETY
Adaptive • Proactive • Decisive • Leading • Reflective • Inquisitive
Knowledgeable • Collaborative • Empathetic • Culturally Sensitive

PROGRAM DATA REPORT

BUSINESS EDUCATION

THE UNIVERSITY OF WEST GEORGIA

2012-13

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

Program Admissions/Production Information

Table 1*
AY13 Admissions by Degree Type (N=)

Non-Degree	M.A.T.	M.Ed.
3	13	7

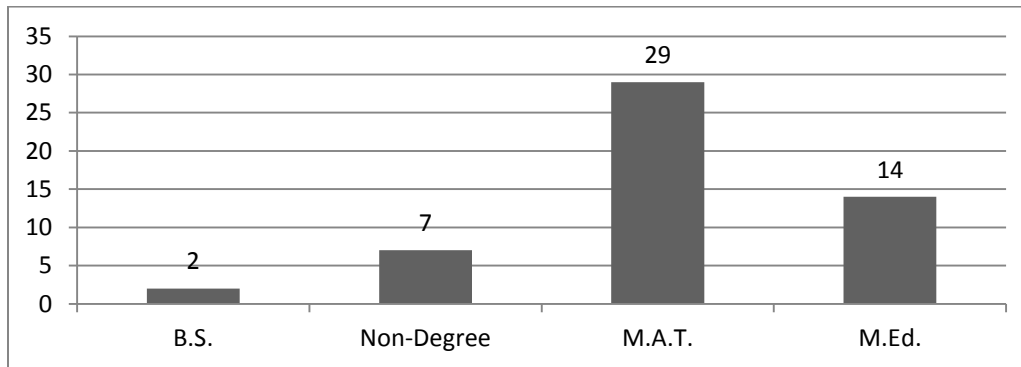
* Banner Report ED2740 & ED2465 (for non-degree)

Table 2*
AY13 Completers by Degree Type (N=)

B.S.	Non-Degree	M.A.T.	M.Ed.
2	4	8	6

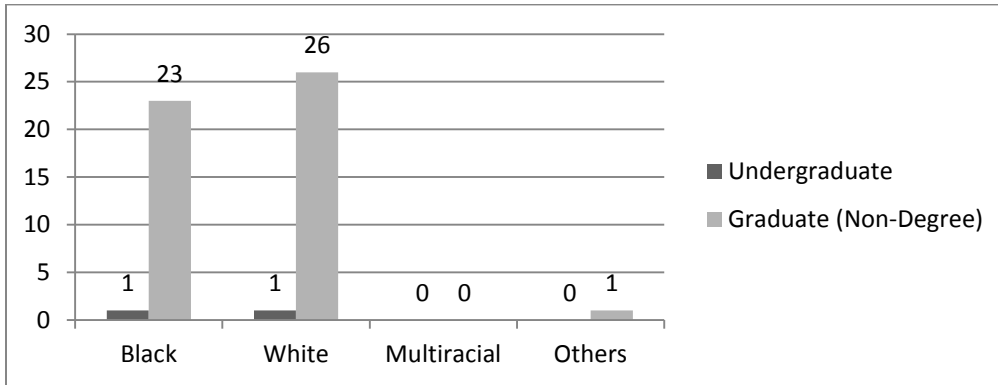
* Program Vitality Report

Figure 1*
Active Majors by Degree (N=52)



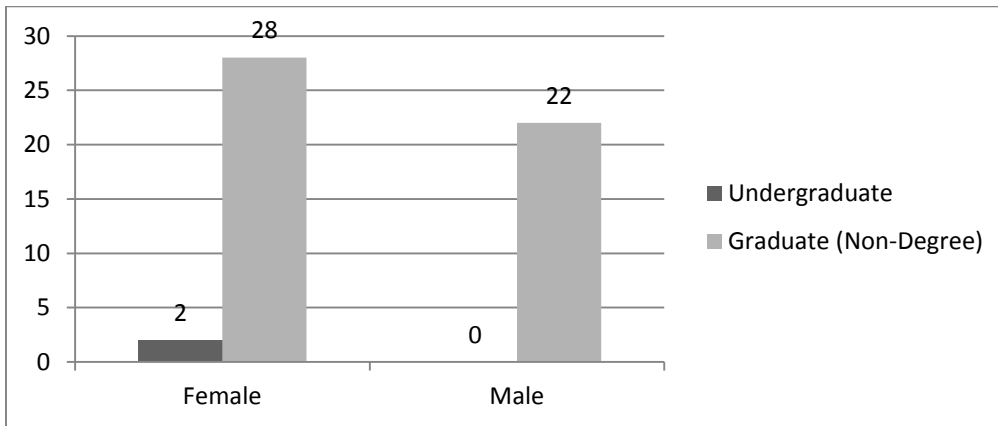
* Banner Report ED2505

Figure 2*
Race-Active Majors (N=52)



* Banner Report ED2505

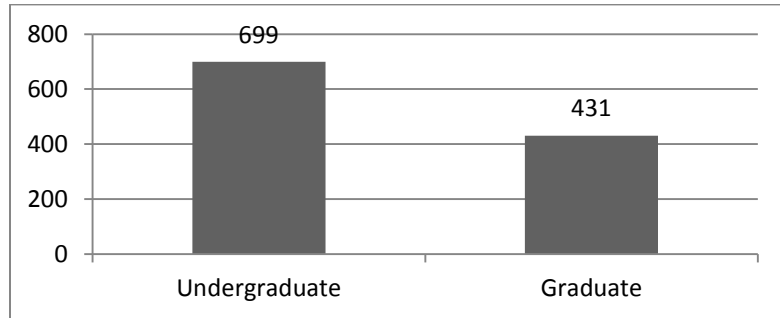
Figure 3*
Gender-Active Majors (N=52)



*Banner Report 2505

Figure 4*

Credit Hour Production-All SEED Courses (N=1130)



* Banner Report ED2270

Table 3*

Average SAT Scores- Undergraduate Active Majors (N=2)

Test	Score
SAT-Verbal	515
SAT-Mathematics	455
Both Tests Average	970

* Banner Report ED2505

Table 4*

Average GRE Scores-Graduate Active Majors (N=13)

Test	Score
GRE-Verbal	436
GRE-Mathematics	540
Both Tests Average	976

* Banner Report ED2505

Table 5*
Average ACT Scores-Graduate Active Majors (N=1)

Test	Score
ACT-Verbal	22
ACT-Mathematics	21
Both Tests Average	43

* Banner Report ED2505

Assessment Results: B.S. and Non-Degree

Learning Outcomes Report

STANDARD BODY : COE - Student Learning Outcomes as Standards

COE - Student Learning Outcomes as Standards

SEED (SEED BSED)

Outcome 10: Interpersonal relationships. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

Outcome 1: Making content meaningful. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

Outcome 2: Child development and learning theory. The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Outcome 3: Learning styles/diversity. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Outcome 4: Instructional strategies/problem solving. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Outcome 5: Motivation and behavior. The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.

Outcome 6: Communication/knowledge. The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Outcome 7: Planning for instruction. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Outcome 8: Assessment. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Outcome 9: Professional growth/reflection. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

ASSESSMENT TEMPLATE : MGED/SEED 4289 Portfolio Rubric

SECTION : Portfolio Rubric

QUESTION : Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
Grammar	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Organization	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Content	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Creativity	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Professionalism	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Total/Percentage	0	0%	0	0%	0	0%	5	100%	0	0%	5	

STANDARD BODY : COE - Student Learning Outcomes as Standards

COE - Student Learning Outcomes as Standards

SEED (SEED BSED)

Outcome 10: Interpersonal relationships. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

Outcome 7: Planning for instruction. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Outcome 9: Professional growth/reflection. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

ASSESSMENT TEMPLATE : SEED/MGED (4271,4289) InTASC Rubric -Revised 9.17.2012

SECTION : SEED InTASC Rubric-Revised 9.17.12

QUESTION : The student's paper must: *Demonstrate a level of understanding for each InTASC Principle,

*Incorporate a personal reflection on each of the 10 InTASC Principles,

*Document examples if possible from initial internship experiences that are related to the InTASC Principles, and

*Describe ways in which each principle will be incorporated into the future plans for teaching.

Reference: InTASC: Model Core Teaching Standards: A Resource for State Dialogue, 28 pages (found in CourseDen)

The student's paper must: *Demonstrate a level of understanding for each InTASC Principle, *Incorporate a personal reflection on each of the 10 InTASC Principles, *Document examples if possible from initial internship experiences that are related to the InTASC Principles, and *Describe ways in which each principle will be incorporated into the future plans for teaching. Reference: InTASC: Model Core Teaching Standards: A Resource for State Dialogue, 28 pages (found in CourseDen)	# Unacceptable (1)	% Unacceptable (1)	# Developing (2)	% Developing (2)	# Proficient (3)	% Proficient (3)	# Exemplary (4)	% Exemplary (4)	# No Response	% No Response	Total Response	Average
Learner Development	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Learning Differences	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Learning Environments	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Content Knowledge	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Application of Content	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Assessment	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Planning for Instruction	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Instructional Strategies	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Professional Learning and Ethical Practice	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Leadership and Collaboration	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Total/Percentage	0	0%	0	0%	0	0%	10	100%	0	0%	10	

* Tk20 Report West Georgia COE Standards Report

Dispositions, Impact on Student Learning, and Intern Keys Instruments**

Table 6*:
COE Dispositions Rubric (N=3)

Dispositions	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
Professionalism: Punctuality	0%	0%	66.67%	33.33%	0%	3.33
Professionalism: Preparation	0%	0%	66.67%	33.33%	0%	3.33
Professionalism: Professional Demeanor	0%	0%	0%	100%	0%	4
Professionalism: Responsive and Adaptive	0%	0%	33.33%	66.67%	0%	3.67
Professionalism: Ethical and Honest	0%	0%	0%	100%	0%	4
Communication: Verbal Communication	0%	0%	66.67%	33.33%	0%	3.33
Communication: Written Communication	0%	0%	33.33%	66.67%	0%	3.67
Belief that all can Learn: Respects Individual Differences	0%	0%	66.67%	33.33%	0%	3.33
Fairness: Equity in all Settings	0%	0%	66.67%	33.33%	0%	3.33
Collaboration: Interactions with Others	0%	0%	0%	100%	0%	4
Total/Percentage	0%	0%	40%	60%	0%	

*Tk20 Report FIELD EXPERIENCE 007: Aggregate Report on Field Experience Assessments

Table 7*:
COE Intern Keys Final (N=1)

Performance Standard 1: Professional Knowledge	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
1.1 Addresses appropriate curriculum standards and integrates key content elements	0%	0%	0%	100%	0%	4
1.2 Facilitates students' use of higher-level thinking skills in instruction	0%	0%	0%	100%	0%	4
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.	0%	0%	0%	100%	0%	4
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.	0%	0%	0%	100%	0%	4
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.	0%	0%	0%	100%	0%	4
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.	0%	0%	0%	100%	0%	4
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.	0%	0%	0%	100%	0%	4
Total/Percentage	0%	0%	0%	100%	0%	

Performance Standard 2: Instructional Planning	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
2.1 Analyzes and uses student learning data to inform planning.	0%	0%	0%	100%	0%	4
2.2 Plans instruction effectively for content mastery, pacing, and transitions.	0%	0%	0%	100%	0%	4
2.3 Plans for differentiated instruction.	0%	0%	0%	100%	0%	4
2.4 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.	0%	0%	0%	100%	0%	4
Total/Percentage	0%	0%	0%	100%	0%	
Performance Standard 3: Instructional Strategies	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
3.1 Engages students in active learning and maintains interests.	0%	0%	0%	100%	0%	4
3.2 Builds upon students' existing knowledge and skills.	0%	0%	0%	100%	0%	4
3.3 Reinforces learning goals consistently throughout the lesson.	0%	0%	0%	100%	0%	4
3.4 Effectively uses appropriate instructional technology to enhance student learning.	0%	0%	0%	100%	0%	4
3.5 Communicates and presents material clearly, and checks for understanding.	0%	0%	0%	100%	0%	4
Total/Percentage	0%	0%	0%	100%	0%	
Performance Standard 4: Differentiated Instruction	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.	0%	0%	0%	100%	0%	4
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.	0%	0%	0%	100%	0%	4
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.	0%	0%	100%	0%	0%	3
Total/Percentage	0%	0%	33.33%	66.67%	0%	
Performance Standards 5 and 6: Assessment Strategies and Uses	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
5.1 Uses assessment techniques that are appropriate for the developmental level of students.	0%	0%	0%	100%	0%	4
6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.	0%	0%	0%	100%	0%	4
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.	0%	0%	0%	100%	0%	4
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.	0%	0%	0%	100%	0%	4
6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short- term instructional decisions.	0%	0%	0%	100%	0%	4

6.5 Provides constructive and frequent feedback to students on their progress toward their learning goals.	0%	0%	0%	100%	0%	4
6.6 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.	0%	0%	0%	100%	0%	4
Total/Percentage	0%	0%	0%	100%	0%	
Performance Standard 7: Positive Learning Environment	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
7.1 Responds to disruptions in a timely, appropriate manner.	0%	0%	0%	100%	0%	4
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.	0%	0%	0%	100%	0%	4
7.3 Models caring, fairness, respect, and enthusiasm for learning.	0%	0%	0%	100%	0%	4
7.4 Promotes a climate of trust and teamwork within the classroom.	0%	0%	0%	100%	0%	4
7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity.	0%	0%	0%	100%	0%	4
7.6 Actively listens and pays attention to students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity.	0%	0%	0%	100%	0%	4
7.7 Actively listens and pays attention to students' needs and responses.	0%	0%	0%	100%	0%	4
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.	0%	0%	0%	100%	0%	4
Total/Percentage	0%	0%	0%	100%	0%	
Performance Standard 8: Academically Challenging Environment	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
8.1 Maximizes instructional time.	0%	0%	0%	100%	0%	4
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.	0%	0%	0%	100%	0%	4
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.	0%	0%	0%	100%	0%	4
8.4 Provides transitions that minimize loss of instructional time.	0%	0%	0%	100%	0%	4
8.5 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.	0%	0%	0%	100%	0%	4
8.6 Encourages students to explore new ideas and take academic risks.	0%	0%	100%	0%	0%	3
Total/Percentage	0%	0%	16.67%	83.33%	0%	
Performance Standard 9: Professionalism	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.	0%	0%	0%	100%	0%	4
9.2 Maintains professional demeanor and behavior.	0%	0%	0%	100%	0%	4
9.3 Respects and maintains confidentiality.	0%	0%	0%	100%	0%	4
9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets	0%	0%	0%	100%	0%	4

goals for improvement.						
9.5 Participates in ongoing professional growth activities based on identified areas for improvement.	0%	0%	0%	100%	0%	4
9.6 Demonstrates flexibility in adapting to school change.	0%	0%	0%	100%	0%	4
Total/Percentage	0%	0%	0%	100%	0%	
Performance Standard 10: Communication	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.	0%	0%	100%	0%	0%	3
10.2 Uses precise language, correct vocabulary, and grammar, and appropriate forms of oral and written communication.	0%	0%	100%	0%	0%	3
10.3 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.	0%	0%	100%	0%	0%	3
10.4 Adheres to school and district policies regarding communication of student information.	0%	0%	0%	100%	0%	4
10.5 In partnership with the classroom teacher, creates a climate of openness for parents, students, and other school professionals by demonstrating a collaborative and approachable style.	0%	0%	0%	100%	0%	4
10.6 Listens and responds with cultural awareness, empathy, and understanding to the voice of students.	0%	0%	100%	0%	0%	3
10.7 Uses modes of communication that are appropriate for a given situation.	0%	0%	0%	100%	0%	4
Total/Percentage	0%	0%	57.14%	42.86%	0%	

*Tk20 Report FIELD EXPERIENCE 007: Aggregate Report on Field Experience Assessments

** No data collected for Impact on Student Learning for Business Majors. Field Experience binders were sent to all SEED courses.

GACE Content Test Results

Table 8*

GACE Pass Rates

Test	Number Tested	Number Passed	Percent Passed
Business-I	13	10	77
Business-II	13	11	85

* GACE Annual Program Provider Summary Report, 2011-2012

Table 9*
Business Test I Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
67	70	SUBAREA 1: BUSINESS MANAGEMENT
62	58	0001 Understand the functions of business management.
48	55	0002 Understand organizational structures and their relationship to business management.
82	85	0003 Understand human resource management.
68	68	0004 Understand financial management in business.
76	80	0005 Understand principles and procedures related to entrepreneurship.
71	74	SUBAREA 2: LAW, ETHICS, AND CAREER DEVELOPMENT
91	86	0006 Understand relationships among educational achievement, leadership, employment, and career development.
57	63	0007 Understand principles of business law.
69	74	0008 Understand issues related to ethics and social responsibility in business.
58	64	SUBAREA 3: ACCOUNTING
58	63	0009 Understand principles of accounting and the accounting cycle.
58	69	0010 Understand how to prepare, interpret, and analyze financial statements using appropriate accounting principles.
59	61	0011 Understand accounting principles and procedures related to the forms of business ownership, payroll, banking, and income taxes.

* GACE Annual Program Provider Summary Report, 2011-2012

Table 10*
Business Test II Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
72	73	SUBAREA 1: ECON., INTL. BUS., & PERSONAL FINANCE
66	70	0012 Understand basic economic concepts and how the U.S. and international economies operate.
68	69	0013 Understand international business and the global economy.
82	79	0014 Understand principles of consumer economics and personal finance.
66	69	SUBAREA 2: MARKETING
67	70	0015 Understand basic principles of marketing.
74	71	0016 Understand principles of product and service planning, pricing, and distribution.
60	65	0017 Understand principles of product promotion and the selling process.
68	69	SUBAREA 3: BUS. COMMUNICATION & INFO. TECHNOLOGY
79	72	0018 Understand principles of effective business communications.
53	64	0019 Understand principles related to computer concepts, technology, and office equipment.
54	57	0020 Understand principles of information processing, information systems, and technology applications.
76	74	0021 Understand principles of computer networking, programming, and the Internet.
81	82	0022 Understand principles and procedures related to confidentiality, security, and data integrity associated with computer technology.

* GACE Annual Program Provider Summary Report, 2011-2012

Assessment Results: M.Ed.**

Learning Outcomes Report

No data available due to possible coding problems in Banner (not able to disaggregate by major).

Dispositions, Impact on Student Learning, and Diversity Instruments

Table 11*:
COE Dispositions Rubric (N=7)

Dispositions	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
Professionalism: Punctuality	0%	0%	28.57%	71.43%	12.5%	3.75
Professionalism: Preparation	0%	0%	0%	100%	12.5%	4
Professionalism: Professional Demeanor	0%	0%	14.29%	85.71%	12.5%	3.88
Professionalism: Responsive and Adaptive	0%	0%	0%	100%	12.5%	3.88
Professionalism: Ethical and Honest	0%	0%	0%	100%	12.5%	3.75
Communication: Verbal Communication	0%	0%	14.29%	85.71%	12.5%	3.75
Communication: Written Communication	0%	0%	16.67%	83.33%	25%	3.71
Belief that all can Learn: Respects Individual Differences	0%	0%	0%	100%	12.5%	3.88
Fairness: Equity in all Settings	0%	0%	28.57%	71.43%	12.5%	3.75
Collaboration: Interactions with Others	0%	0%	14.29%	85.71%	12.5%	3.75
Total/Percentage	0%	0%	11.59%	88.41%	13.75%	

*Tk20 Report FIELD EXPERIENCE 007: Aggregate Report on Field Experience Assessments

**No data collected for Impact on Student Learning or Diversity instruments.