



**College of Education**

# DATA REPORT 2012

*Biology with Secondary Education Track*

This document contains aggregated candidate data collected at admission, clinical experience, and completion as well as program level on key quantitative variables. The intended uses of these data include identifying areas of strength, areas for improvement, indicators of progress, and as an aid for annual planning.

**UNIVERSITY OF WEST GEORGIA**

*8/13/12*



# DATA REPORT 2012

## BIOLOGY WITH SECONDARY EDUCATION TRACK

### SECTION 1: PROGRAM DATA

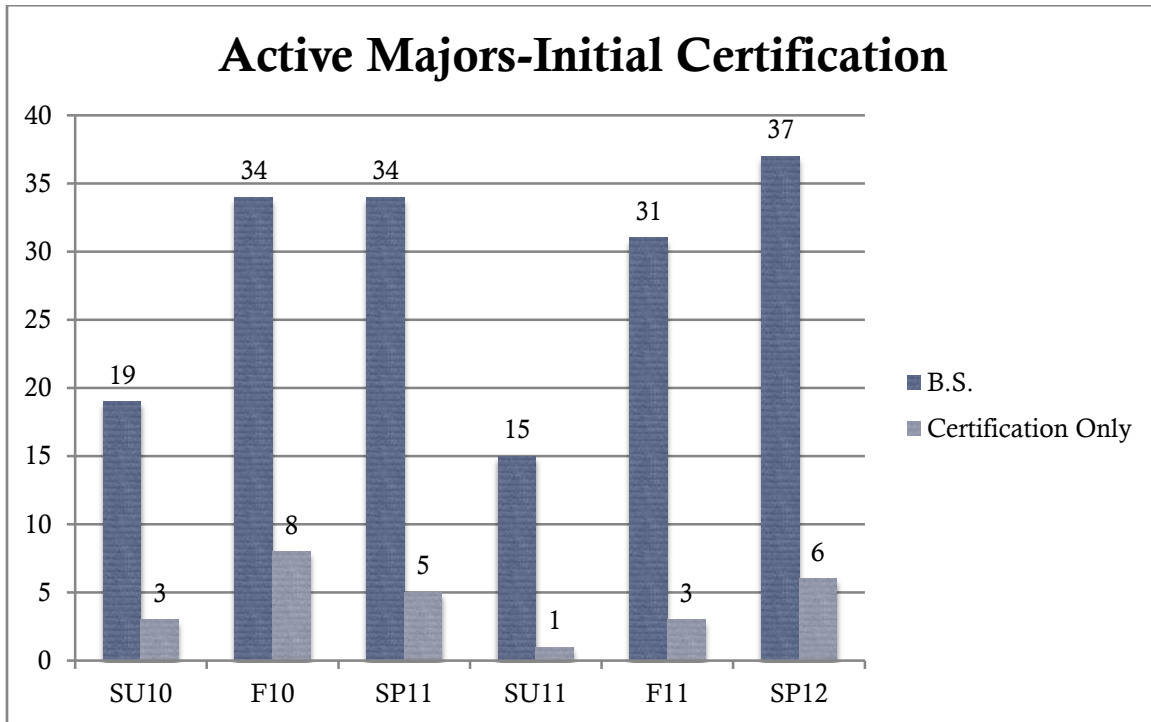
#### List of Assessments, Secondary Education Programs

Please review the assessments listed below and submit corrections, additions or deletions to the Assessment Office by the second Friday in September for Fall term assessments.

<b>Certification Only</b>	<b>Bachelor's</b>
GACE Basic Skills	GACE Basic Skills
GPA	GPA
Transcript	Grades in EDUC courses
Unit Plan/Rubric	Transcript
TEFEE; Dispositions Survey/Rubric	Unit Plan/Rubric
Effect on Student Learning	Dispositions Survey/Rubric
Portfolio/Rubric	TEFEE; Dispositions Survey/Rubric
BOR Survey	Effect on Student Learning
GACE II Score Reports	Portfolio/Rubric
	BOR Survey
	GACE II Score Reports

#### SMART Goals, Secondary Education 2011-2012

<b>SMART Goals-SEED/MGED Initial Certification</b>	<b>How Assessed?</b>	<b>When?</b>
Revise syllabi for SEED/MGED courses to address identified areas of need related to pedagogy & knowledge (planning for diversity, use of data, impact on students).	TEFEE	All Blocks
Obtain disaggregated data for GACE I & II for specific programs within SEED & MGED. Analyze data for areas of need. Use these identified areas to revise course instruction in methods & curriculum. Share data with content departments.	GACE I & II; Specific course assignments	All Blocks

***Program Productivity Data*****SECTION II: CANDIDATE DATA*****Admission GPA 2011-2012 (Transition Point 1)***

Bachelor's	3.5
Certification Only	*Not yet available

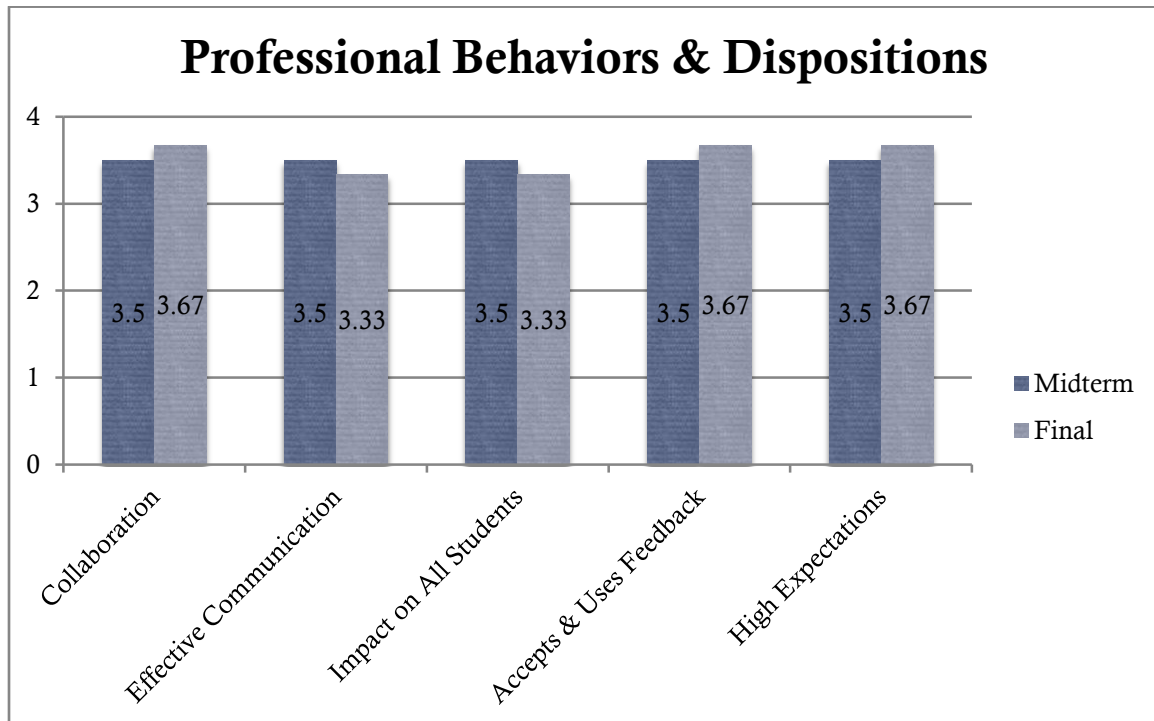
***Exit GPA 2011-2012 (Transition Point 4)***

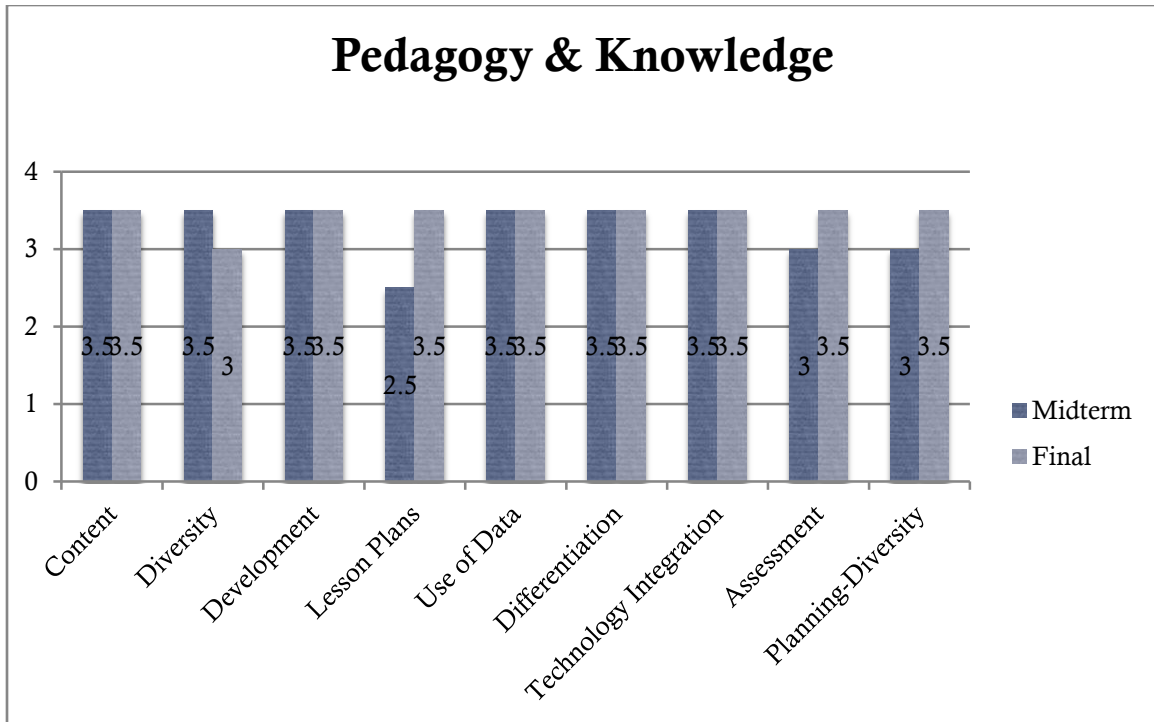
Bachelor's	3.07
Certification Only	N/A

## CLINICAL EXPERIENCES

### *TEFEE Results, Spring 2012 (Transition Point 4)*

	Required Professional Behaviors	Professional Behaviors & Dispositions	Pedagogy & Knowledge	Management
<b>Midterm</b>	3.50	3.50	3.25	3.00
<b>Final</b>	3.61	3.53	3.44	3.57





\*Each student teaching experience, or internship, is 14-15 weeks in length depending on the semester. All other non-internship field experiences vary in length by program.

### *Internship Completion Rates*

Semester	Number Started	Number Completed	Percent Finished
Fall 2010	4	4	100%
Spring 2011	4	4	100%
Fall 2011	4	4	100%
Spring 2012	5	5	100%

## FOLLOW-UP: GACE CONTENT (TRANSITION POINT 5)

The results reported here are for GACE Content Tests I and II. Results reported are all from takers who identified themselves as seniors at The University of West Georgia for the most recent five years.

### PASS RATES

Program Year	TEST 1			Pass Rate - GA	# Takers - GA	# Pass - GA
	Pass Rate - UWG.	# Takers - UWG.	# Pass - UWG.			
2007-2008	-	0	Low N	72%	54	39
2008-2009	-	4	Low N	64%	67	43
2009-2010	-	3	Low N	75%	55	41
2010-2011	-	5	Low N	89%	62	55
Program YTD	-	6	Low N	86%	44	38

Program Year	TEST 2			Pass Rate - State	# Takers - State	# Pass - State
	Pass Rate - UWG.	# Takers - UWG.	# Pass - UWG.			
2007-2008	-	0	Low N	82%	50	41
2008-2009	-	4	Low N	67%	64	43
2009-2010	-	2	Low N	83%	53	44
2010-2011	-	7	Low N	94%	63	59
Program YTD	-	5	Low N	88%	41	36

### OBJECTIVES SUMMARY, 2007-YTD SENIORS

Test	Subarea #	Objective Type	Objective Name	# of Takers - UWG	Objective Score - UWG	# of Takers - GA	Objective Score - GA
Test I	1	M/C	Understand cell structure and function.	17	69%	269	73%
Test I	1	M/C	Understand the basic chemical components and reactions of cells.	17	76%	269	73%
Test I	1	M/C	Understand the physiological processes of cells.	17	76%	269	71%
Test I	1	M/C	Understand the processes of cell division, growth, and differentiation.	17	71%	269	76%

<b>Test I</b>	2	M/C	Understand principles of taxonomy and classification in biology.	17	75%	269	68%
<b>Test I</b>	2	M/C	Understand the molecular basis of genetics and genetic engineering.	17	55%	269	62%
<b>Test I</b>	2	M/C	Understand the principles of heredity.	17	76%	269	82%
<b>Test I</b>	2	M/C	Understand the theory, evidence, and mechanisms of evolution.	17	58%	269	69%
<b>Test</b>	<b>Subarea #</b>	<b>Objective Type</b>	<b>Objective Name</b>	<b># of Takers - UWG</b>	<b>Objective Score - UWG</b>	<b># of Takers - GA</b>	<b>Objective Score - GA</b>
<b>Test II</b>	1	M/C	Understand how organisms obtain, store, and use matter and energy.	17	52%	259	52%
<b>Test II</b>	1	M/C	Understand reproduction, development, and life cycles of living organisms.	17	76%	259	70%
<b>Test II</b>	1	M/C	Understand the structure and function of the human body.	17	72%	259	74%
<b>Test II</b>	1	M/C	Understand the structures, organization, and functions of systems in organisms.	17	75%	259	76%
<b>Test II</b>	2	M/C	Understand populations and communities.	17	71%	259	79%
<b>Test II</b>	2	M/C	Understand the flow of matter and energy through ecosystems.	17	64%	259	66%
<b>Test II</b>	2	M/C	Understand types and characteristics of ecosystems and biomes and factors affecting their change over time.	17	72%	259	75%
<b>Test II</b>	3	M/C	Understand scientific tools, instruments, materials, and safety practices.	17	65%	259	70%
<b>Test II</b>	3	M/C	Understand the characteristics of scientific knowledge and the process of scientific inquiry.	17	80%	259	81%
<b>Test II</b>	3	M/C	Understand the skills and procedures for analyzing and communicating scientific data.	17	71%	259	77%

# Biology Learning Outcome Report

## AY12

Please review the assessment outcomes of candidates for each learning outcome specified by your program. Identify areas of strength and those targeted for improvement. Specify goals and strategies for improvement on the Data-Driven Program Improvement Form in Tk20.

### BIOLOGY WITH SECONDARY EDUCATION TRACK-UNIT PLAN ASSIGNMENT

<p><b>Outcome 1:</b>  <b>Making content meaningful</b>  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</p>	<p><b>Outcome 2:</b>  <b>Child development and learning theory</b>  The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.</p>	<p><b>Outcome 3:</b>  <b>Learning styles/diversity</b>  The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p><b>Outcome 4:</b>  <b>Instructional strategies/problem solving</b>  The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p><b>Outcome 5:</b>  <b>Motivation and behavior</b>  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.</p>	<p><b>Outcome 6:</b>  <b>Communication/knowledge</b>  The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p><b>Outcome 8:</b>  <b>Assessment</b>  The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>
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matter meaningful for students.												
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THE TABLE BELOW CONTAINS DATA FOR RUBRIC: SEED Unit Plan Rubric 4240,4242,4243												
	# 1	% 1	# 2	% 2	# 3	% 3	# 4	% 4	# No Response	% No Response	Total Response	Average
<b>Standards</b>	0	0%	0	0%	3	75%	1	25%	0	0%	4	3.25
<b>Learning Objectives</b>	0	0%	3	75%	1	25%	0	0%	0	0%	4	2.25
<b>Assessments</b>	0	0%	1	25%	3	75%	0	0%	0	0%	4	2.75
<b>Evaluation Instruments</b>	0	0%	1	25%	3	75%	0	0%	0	0%	4	2.75
<b>Lesson Plans</b>	0	0%	2	50%	2	50%	0	0%	0	0%	4	2.5
<b>Planning for Diversity</b>	1	25%	3	75%	0	0%	0	0%	0	0%	4	1.75
<b>Use of Resources</b>	0	0%	2	50%	2	50%	0	0%	0	0%	4	2.5
<b>Total/Percentage</b>	1	3.57%	12	42.86%	14	50%	1	3.57%	0	0%	28	