



**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

### *EARLY CHILDHOOD EDUCATION ED.S.*

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2014; SPRING 2015

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

# Goals for Improvement: 2014-2015

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**Directions:** Review progress toward 2014-2015 goals using the 2014-2015 data found in this annual report. Complete the table and consider the results of your efforts as you plan for 2015-2016. Record your progress at [https://docs.google.com/a/westga.edu/forms/d/1sad6zeDIVqwiP-HF991QZ74ZKAmKlJB8cQrb6TiFxnA/viewform?usp=send\\_form](https://docs.google.com/a/westga.edu/forms/d/1sad6zeDIVqwiP-HF991QZ74ZKAmKlJB8cQrb6TiFxnA/viewform?usp=send_form).

To record 2015-2016 goals, please click here:

[https://docs.google.com/a/westga.edu/forms/d/1q5UB5ZfzV3whBqYj3oCFPjPxTj6tiLFNy\\_FVLmqKpec/viewform?usp=send\\_form](https://docs.google.com/a/westga.edu/forms/d/1q5UB5ZfzV3whBqYj3oCFPjPxTj6tiLFNy_FVLmqKpec/viewform?usp=send_form)

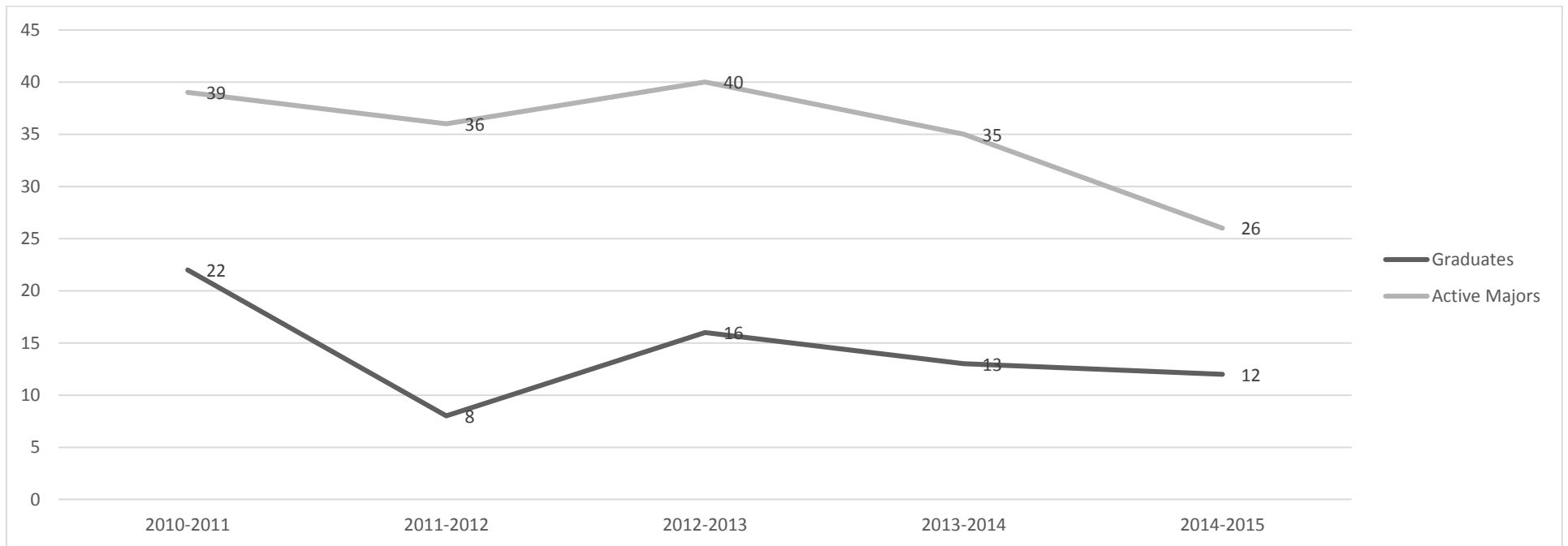
<b>2014-2015 Goals</b>	<b>Progress</b>	<b>Further Action</b>	<b>Data Used to Inform Responses</b>	<b>Strategic Imperative</b>
Goal 1. Improve students' understanding of multiculturalism as measured by the Ed.S oral exam.				Student Success
Goal 2. Revise the oral exam process to standardize it for all students.				Academic Success
Goal 3. Improve students' understanding of hidden curriculum as measured by the Ed.S oral exam.				Student Success

# Program Admissions/Production Information

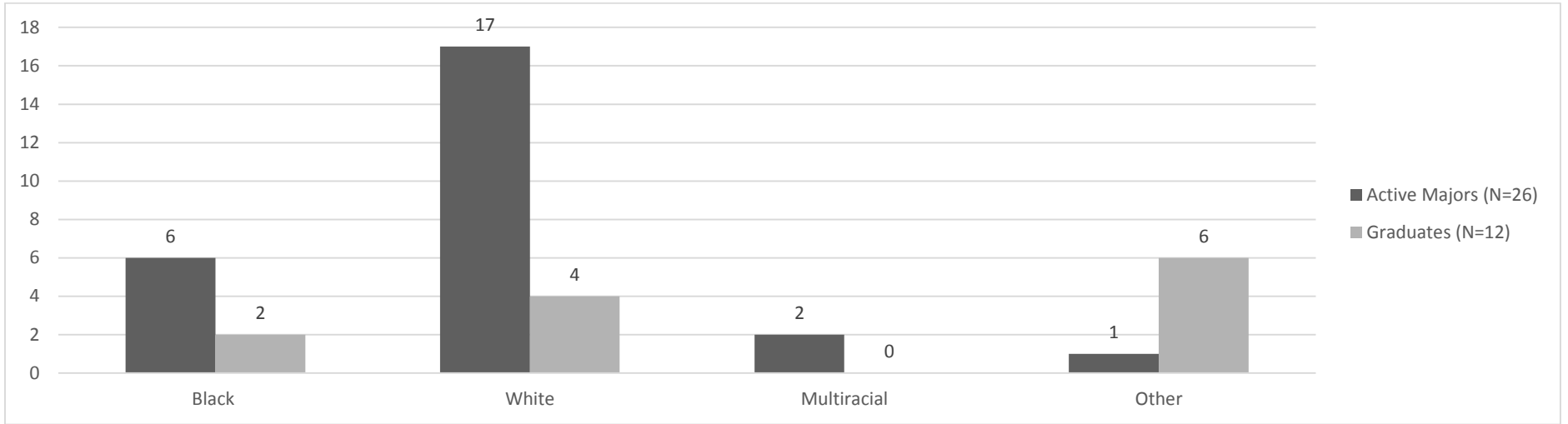
## Admissions and Active Majors

Active Majors Admitted 3+ Years Ago (2011-2012 or prior)	Active Majors Admitted 2 Years Ago (2012-2013)	Active Majors Admitted 1 Year Ago (2013-2014)	Current Active Majors 2014-2015	2014-2015 Cohort Admission GPA
1	9	8	26	**Need to get current year's entry GPA from Grad Studies

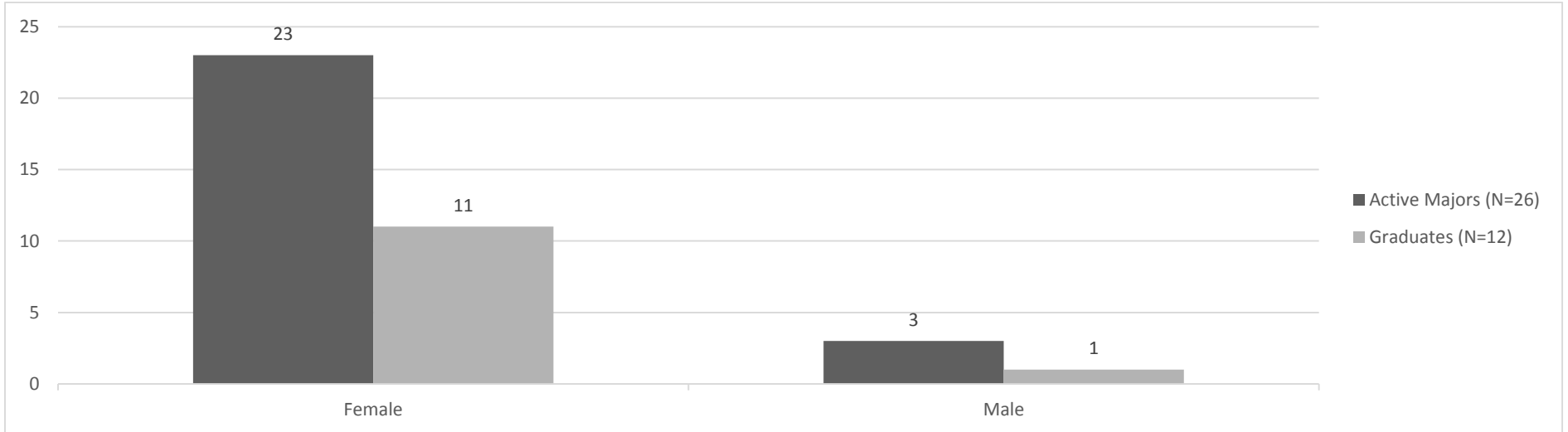
## Active Major & Graduate Trend Data



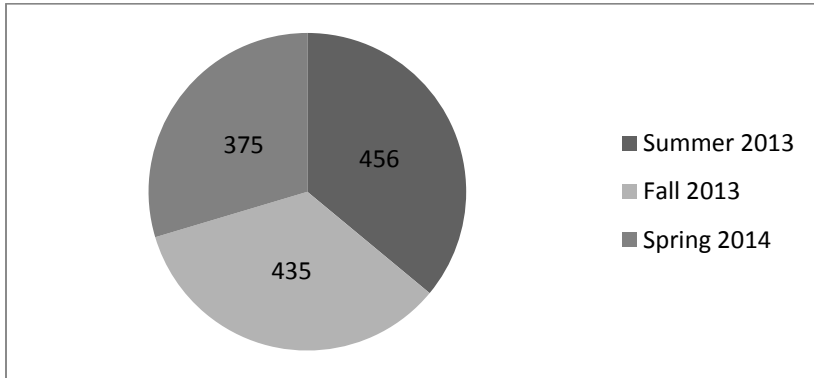
**Race- Active Majors and Graduates**



**Gender- Active Majors and Graduates**



**Credit Hour Production- All ECED Graduate Courses (N=1266)**



**Progression to Graduation Data (Goal: 80% or more graduate in =/< 2 years from admission to TE)**

	% Graduated in 2 Years	% Graduated in 3-4 Years	No Graduation: Still Enrolled	No Graduation: No Longer Active	Graduated with Diff Major
<b>Summer 2010 Cohort (N=11)</b>	82%	9%	0	9%	0
	% Graduated in 2 Years or less	% Graduated in 3-4 Years	No Graduation: Still Enrolled	No Graduation: No Longer Active	Graduated with Diff Major
<b>Fall 2012 Cohort (N=8)</b>	38%	0	37%	25%	0
	% Graduated in 2 Years or less	% Graduated in 3 Years	No Graduation: Still Enrolled	No Graduation: No Longer Active	Graduated with Diff Major
<b>Fall 2013 Cohort (N=5)</b>	60%	0	20%	20%	0

**Admission Cohort Race/Gender**

Cohort	Male	Female	Black	White	Multiracial	Unknown or Other Race
Summer 2010	0	11	2	7	0	2
Fall 2012	7	1	0	6	1	1
Fall 2013	1	4	0	0	0	5

## Learning Outcome Report\*

Mean scores are reported for each assessment used for each specified criterion.

<b>Teacher as Leader Project assessed in ECED 8272</b>		
<ul style="list-style-type: none"><li>➤ Outcome 1: Teachers are committed to students and their learning.</li><li>➤ Outcome 2: Teachers know the subjects they teach and how to teach those subjects to students.</li><li>➤ Outcome 3: Teachers are responsible for managing and monitoring student learning.</li><li>➤ Outcome 4: Teachers think systematically about their practice and learn from experience.</li><li>➤ Outcome 5: Teachers are members of learning communities.</li></ul>		
<b>No Data Collected</b>		

<b>Oral Exam assessed in ECED 8297</b>		
<ul style="list-style-type: none"><li>➤ Outcome 1: Teachers are committed to students and their learning.</li><li>➤ Outcome 2: Teachers know the subjects they teach and how to teach those subjects to students.</li><li>➤ Outcome 3: Teachers are responsible for managing and monitoring student learning.</li><li>➤ Outcome 4: Teachers think systematically about their practice and learn from experience.</li><li>➤ Outcome 5: Teachers are members of learning communities.</li></ul>		
<b>No Data Collected</b>		