



**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 M.ED.*

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2014; SPRING 2015

PREPARED BY

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# 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/1q5UB5ZfzV3whBqYj3oCFPiPxTj6tiLFNy\\_FVLmqKpec/viewform?usp=send\\_form](https://docs.google.com/a/westga.edu/forms/d/1q5UB5ZfzV3whBqYj3oCFPiPxTj6tiLFNy_FVLmqKpec/viewform?usp=send_form)

2014-2015 Goals	Progress	Further Action	Data Used to Inform Responses	Strategic Imperative
Goal 1: Improve the scores on the rubric for proposition 3 in the area of assessment (3.62 mean) by a 2% increase.				Student Success
Goal 2: Review and update portfolio prompts and align rubrics for the ECED M.Ed. Portfolio to the writing prompts.				Student Success

# Program Admissions/Production Information

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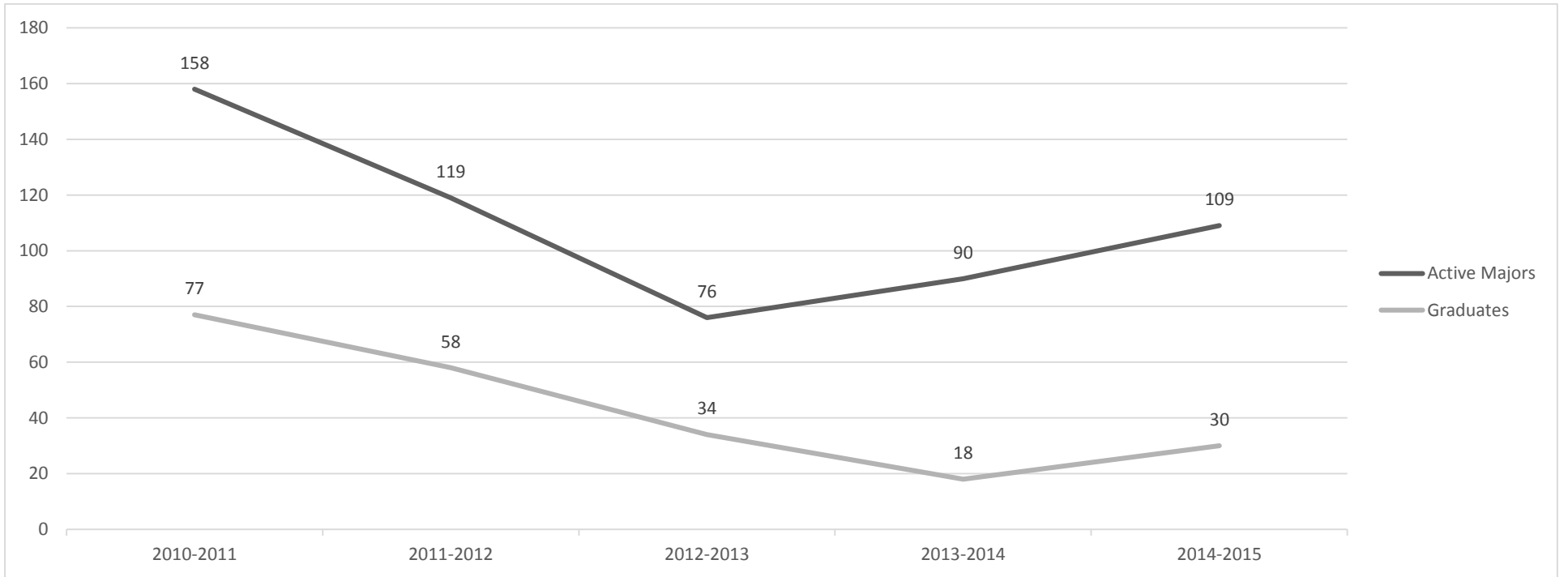
## Percentage of Completed Rubrics in Tk20

Type of Assignment	Number of Assignments Submitted by Students	Number of Rubrics Scored by Faculty	Percent of Rubrics Scored by Faculty
Course-Based Assignments	30	14	47%

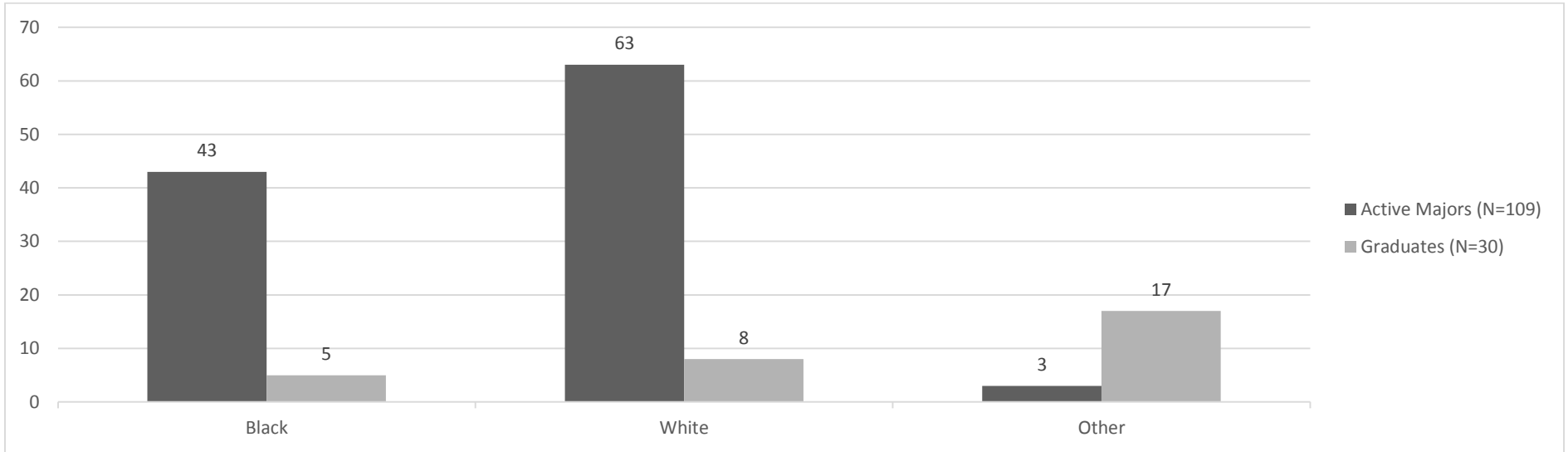
**Admissions and Active Majors**

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
9	9	40	109	TBA

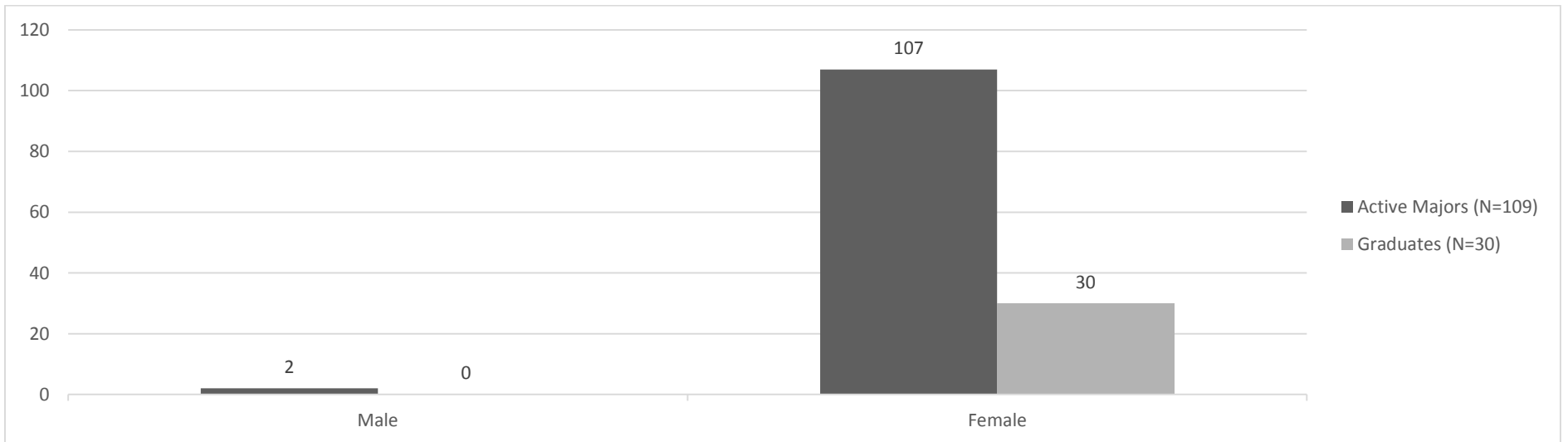
**Active Major & Graduate Trend Data**



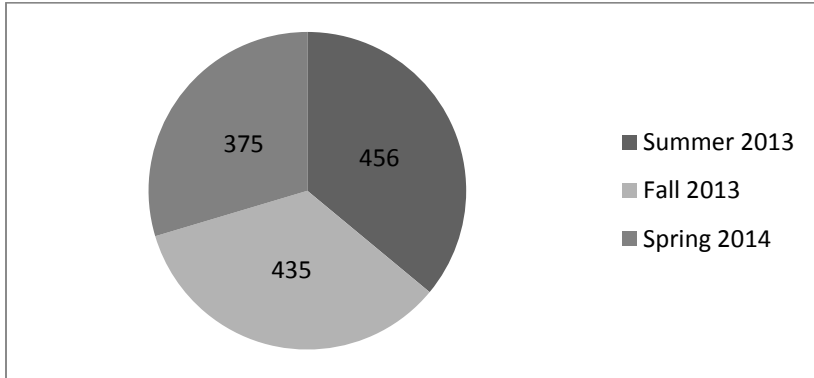
**Race- Active Majors and Graduates**



**Gender- Active Majors and Graduates**



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



**Progression to Graduation Data**

	% Graduated in 2 Years	% Graduated in 3-4 Years	% Graduated in >5 Years	No Graduation: Still Enrolled	No Graduation: No Longer Active	Graduated with Diff Major
<b>Summer 2010 Cohort (N=23)</b>	70%	9%	4%	0	13%	4%
	% Graduated in 2 Years or less	% Graduated in 3-4 Years	% Graduated in >5 Years	No Graduation: Still Enrolled	No Graduation: No Longer Active	Graduated with Diff Major
<b>Fall 2012 Cohort (N=14)</b>	21%	9%	7%	7%	29%	0
	% Graduated in 2 Years or less	% Graduated in 3-4 Years	% Graduated in >5 Years	No Graduation: Still Enrolled	No Graduation: No Longer Active	Graduated with Diff Major
<b>Fall 2013 Cohort (N=19)</b>	21%	21%	0	42%	16%	0

**Admission Cohort Race/Gender**

Cohort	Male	Female	Black	White	Multiracial	Unknown or Other Race
Summer 2010	0	23	3	18	1	1
Fall 2012	0	14	3	9	0	2
Fall 2013	0	19	2	7	0	10

**Learning Outcome Report**

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

<b>Community Outreach Project assessed in ECED 7264</b>	
➤ Outcome 5: Teachers are members of learning communities.	
Rubric Criteria	2014-2015 (N=34)
Time Log	3.71
Write-up of Project	3.68
Evidentiary Source(s)	3.74
Checkup Completed on Discussion Board	4.00

<b>School-Based Workshop Plan Rubric assessed in ECED 7272</b>	
➤ Outcome 3: Teachers are responsible for managing and monitoring student learning.	
<i>No Data Collected (5 students submitted work, none assessed)</i>	

<b>ECED Prof Practice Portfolio Entry 1 Rubric assessed in ECED M.Ed. Professional Practice Portfolio</b>	
➤ Outcome 1: Teachers are committed to students and their learning.	
<b>Rubric Criteria</b>	<b>2014-2015 (N=58)</b>
Educational Context	3.43
Content of Artifacts	3.27
The artifact analysis demonstrates how the activity met objectives.	3.41
The artifact analysis conveys how the planning and implementation of the activity showed an understanding of student differences and learning needs.	3.33
The artifact analysis demonstrates the specific knowledge and skills used in this activity to promote student cognitive learning or affective development.	3.33
The artifact reflection and application section demonstrates the extent to which students were involved in the activity.	3.43
The artifact reflection and application section demonstrated to what extent the students understood the information or issues addressed in the activity.	3.32
The artifact reflection and application section delineates what, if anything, the candidate would do differently related to the session and why.	3.32
The artifact reflection and application section delineates how this artifact has influenced the candidate's future efforts to individualize learning or build affective aspects of students.	3.35

<b>ECED Prof Practice Portfolio Entry 1 Rubric assessed in ECED M.Ed. Professional Practice Portfolio</b>	
➤ Outcome 2: Teachers know the subjects they teach and how to teach those subjects to students.	
<b>Rubric Criteria</b>	<b>2014-2015 (N=60)</b>
Educational Context	3.57
Content of Artifacts	3.41
The artifact analysis demonstrates an understanding of the subject matter helped to identify concepts important and appropriate for this group of learners.	3.49
The artifact analysis conveys how the artifacts related to each other.	3.37
The artifact analysis demonstrates the artifacts show an understanding of the subject matter, the ability to identify appropriate concepts for this group, the ability to lead students to higher order thinking and learning.	3.41
The artifact reflection and application section demonstrates how pedagogical content knowledge changed during this graduate program.	3.40
The artifact reflection and application section demonstrated how knowledge of and ability to lead students in learning by discovery, solving problems, and critically thinking changed during this graduate program.	3.30
The artifact reflection and application section delineates what, if anything, the candidate would do differently related to the session and why.	3.38

<b>ECED Prof Practice Portfolio Entry 1 Rubric assessed in ECED M.Ed. Professional Practice Portfolio</b>	
➤ Outcome 3: Teachers are responsible for managing and monitoring student learning.	
<b>Rubric Criteria</b>	<b>2014-2015 (N=60)</b>
Educational Context	3.17
Content of Artifacts	3.20
Instructional Strategy: Background information to better understand the teaching segment and how you use each instructional strategy as a master teacher is given as instructed.	3.17
Management: Student and materials management issues related to the use of this strategy are addressed as specified.	3.22
Student Engagement: How students are motivated to be engaged in learning when this instructional strategy is used is described as indicated.	3.22
Assessment: The assessment tool used to evaluate student learning as a result of the instructional strategy shown in the videotaped segment is describe and analyze as specified.	3.12
The artifact reflection and application section demonstrates what was learned about using these four instructional strategies as a result of reviewing and analyzing the videotape.	3.17
The artifact reflection and application section demonstrated what was learned about management skills as a result of reviewing and analyzing the videotape.	3.18
The artifact reflection and application demonstrates what was learned about assessment practices as a result of reviewing and analyzing the videotape.	3.19
The artifact reflection and application delineates how the graduate program has impacted the way choices and decisions are made about instructional strategies.	3.20

<b>ECED Prof Practice Portfolio Entry 1 Rubric assessed in ECED M.Ed. Professional Practice Portfolio</b>	
➤ Outcome 4: Teachers think systematically about their practice and learn from experience.	
<b>Rubric Criteria</b>	<b>2014-2015 (N=61)</b>
Educational Context	3.56
Content of Artifacts	3.40
The artifact analysis demonstrates the process undertaken in identifying and then accessing information needed to help address the challenge or situation.	3.48
The artifact analysis conveys thoughts one moved through the decision-making process aimed at resolving the challenge or situation.	3.43
The artifact reflection and application section describes how the challenge or situation was resolved.	3.56
The artifact reflection and application section delineates what is the candidate's level of satisfaction with the resolution.	3.43



<b>ECED Prof Practice Portfolio Entry 1 Rubric assessed in ECED M.Ed. Professional Practice Portfolio</b>	
➤ Outcome 5: Teachers are members of learning communities.	
<b>Rubric Criteria</b>	<b>2014-2015 (N=60)</b>
Educational Context	3.33
Content of Artifacts	3.37
The description indicates what is the nature of this activity or artifact	3.42
The description indicates why the activity or artifact is significant.	3.38
The description indicates what impact has this activity had on you as a teacher, on your educational context, and on student learning.	3.38
The summary indicates what patterns of collaboration and commitment you saw in the artifacts presented and described.	3.23
The summary indicates what this entry suggests about your development and work as a master teacher and a contributing member of the learning community.	3.30