



**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

EDUCATIONAL LEADERSHIP

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=64)

| Add-On | Ed.S. |
|--------|-------|
| 17 | 47 |

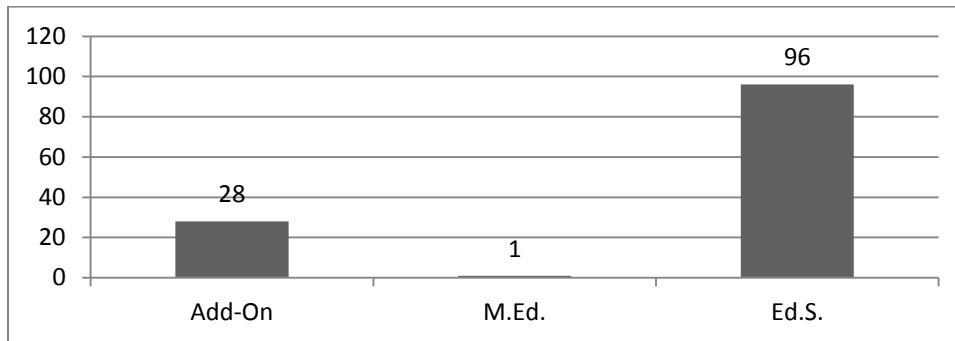
* Banner Report ED2740

Table 2*
AY13 Completers by Degree Type (N=28)

| Add-On | Ed.S. |
|--------|-------|
| 9 | 19 |

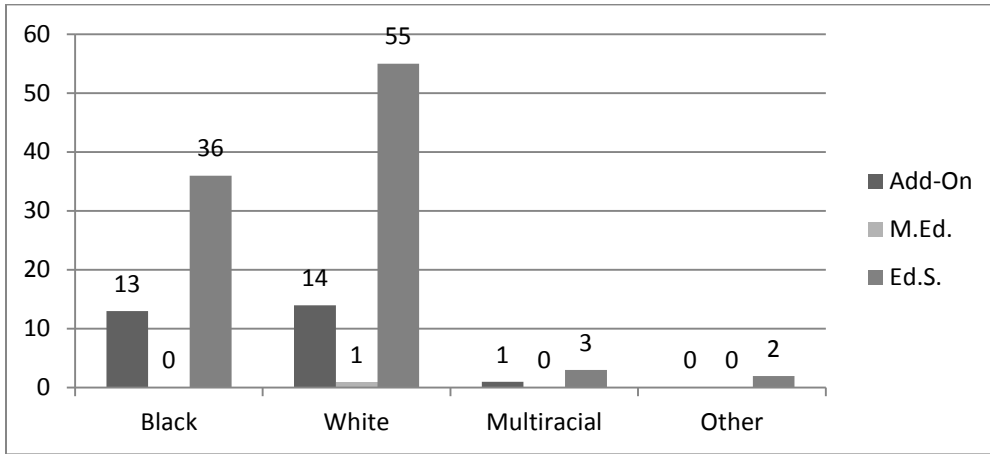
* Program Vitality Report

Figure 1*
Active Majors (N=125)



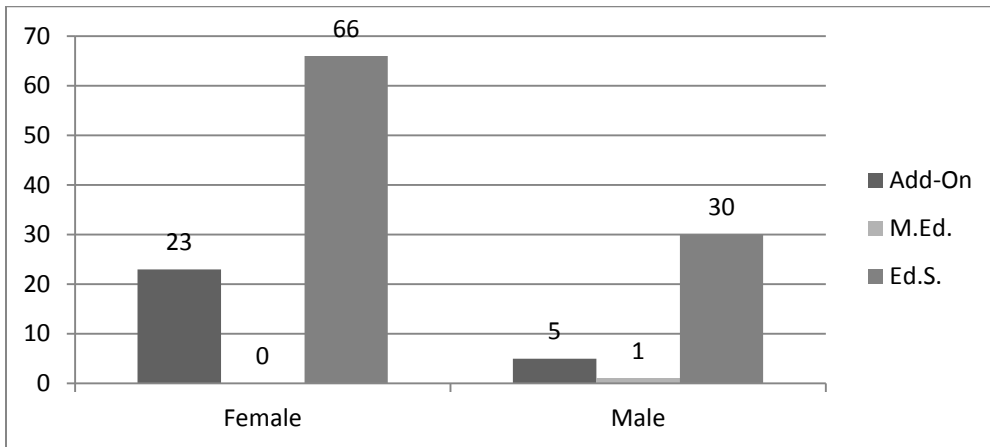
* Banner Report ED2505

Figure 2*
Race (N=125)



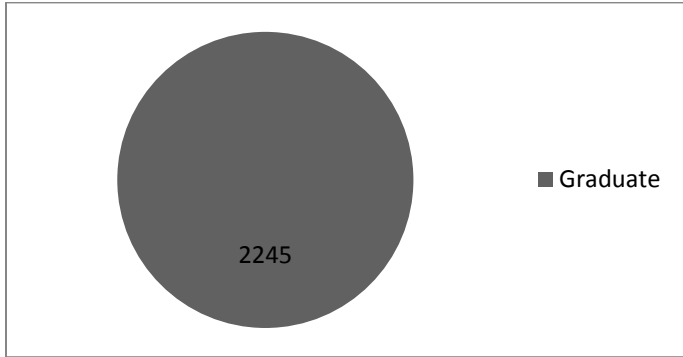
* Banner Report ED2505

Figure 3*
Gender (N=125)



*Banner Report 2505

Figure 4*
Credit Hour Production



* Banner Report ED2270

Table 3*
Average GRE Scores- Graduate Student Active Majors (N=56)

| Test | Score |
|--------------------|-------|
| GRE-Verbal | 430 |
| GRE-Quantitative | 487 |
| Both Tests Average | 917 |

* Banner Report ED2505

Assessment Results for: Ed.S. and Add-On

Learning Outcomes Report*

STANDARD BODY : COE - Student Learning Outcomes as Standards

COE - Student Learning Outcomes as Standards

EDLE

Outcome 1: Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Outcome 3: Promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Outcome 4: Promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Outcome 5: Students will demonstrate a maturity in the social, ethical, and human dispositions that are critical to educational leadership.

ASSESSMENT TEMPLATE : EDLE 8314 Group Presentation Rubric

SECTION :

QUESTION :

| | # Unacceptable | % Unacceptable | # Developing | % Developing | # Proficient | % Proficient | # Exemplary | % Exemplary | # No Response | % No Response | Total Response | Average |
|-------------------------|----------------|----------------|--------------|--------------|--------------|--------------|-------------|-------------|---------------|---------------|----------------|---------|
| Content Comprehension | 0 | 0% | 0 | 0% | 0 | 0% | 19 | 100% | 0 | 0% | 19 | 10 |
| Presentation Quality | 0 | 0% | 0 | 0% | 1 | 5.56% | 17 | 94.44% | 1 | 5.26% | 18 | 9.89 |
| Preparedness | 0 | 0% | 0 | 0% | 1 | 5.26% | 18 | 94.74% | 0 | 0% | 19 | 9.89 |
| Engagement | 0 | 0% | 0 | 0% | 0 | 0% | 19 | 100% | 0 | 0% | 19 | 10 |
| Time Limit | 0 | 0% | 0 | 0% | 0 | 0% | 18 | 100% | 1 | 5.26% | 18 | 10 |
| Total/Percentage | 0 | 0% | 0 | 0% | 2 | 2.15% | 91 | 97.85% | 2 | 2.11% | 93 | |

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Outcome 2: Promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

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ASSESSMENT TEMPLATE : EDLE 7385 Communication and Collaboration Presentation Rubric

SECTION : Communication and Collaboration Rubric

QUESTION : Rubric

| Rubric | # Unacceptable (0) | % Unacceptable (0) | # Developing (1) | % Developing (1) | # Proficient (2) | % Proficient (2) | # Exemplary (3) | % Exemplary (3) | # No Response | % No Response | Total Response | Average |
|---------------------------------------------------------------------------------------|--------------------|--------------------|------------------|------------------|------------------|------------------|-----------------|-----------------|---------------|---------------|----------------|---------|
| Identify improvement needs | 0 | 0% | 0 | 0% | 0 | 0% | 11 | 100% | 0 | 0% | 11 | 3 |
| Determine root causes of performance problems | 0 | 0% | 0 | 0% | 1 | 9.09% | 10 | 90.91% | 0 | 0% | 11 | 2.91 |
| Determine a course of action | 0 | 0% | 1 | 9.09% | 0 | 0% | 10 | 90.91% | 0 | 0% | 11 | 2.82 |
| Monitor progress at frequent and regular intervals and accomplishments are celebrated | 1 | 9.09% | 0 | 0% | 0 | 0% | 10 | 90.91% | 0 | 0% | 11 | 2.73 |
| Presentation quality | 1 | 9.09% | 0 | 0% | 1 | 9.09% | 9 | 81.82% | 0 | 0% | 11 | 2.64 |
| Total/Percentage | 2 | 3.64% | 1 | 1.82% | 2 | 3.64% | 50 | 90.91% | 0 | 0% | 55 | |

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Outcome 6: Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Outcome 7: Synthesize and apply the knowledge and practice and develop the skills identified in ELCC Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

ASSESSMENT TEMPLATE : EDLE School Data Profile Portfolio Entry Rubric

SECTION : EDLE School Data Profile Rubric

QUESTION : Rubric

| Rubric | # Not Evident (1) | % Not Evident (1) | # Developing (2) | % Developing (2) | # Proficient (3) | % Proficient (3) | # Exemplary (4) | % Exemplary (4) | # No Response | % No Response | Total Response | Average |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|------------------|------------------|------------------|------------------|-----------------|-----------------|---------------|---------------|----------------|---------|
| Demographic Data: Enrollment, Attendance, Drop-Out Rate, Ethnicity, Gender | 0 | 0% | 22 | 73.33% | 7 | 23.33% | 1 | 3.33% | 0 | 0% | 30 | 2.3 |
| Student Learning Data: State and Local Standardized Tests, Formative and Summative School/Classroom Assessments, Teacher Observations of Performance | 0 | 0% | 23 | 76.67% | 7 | 23.33% | 0 | 0% | 0 | 0% | 30 | 2.23 |
| Perceptions Data: School Climate/Culture Data, Stakeholder (Students, Staff, Parents) Perception Survey Results, School Safety Audits, | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 30 | 100% | 0 | 0 |
| School Process Data: Descriptions and fidelity of school programs and processes | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 30 | 100% | 0 | 0 |
| Performance Indicators: Leading Change- Standard 3 | 16 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 14 | 46.67% | 16 | 1 |
| Total/Percentage | 16 | 21.05% | 45 | 59.21% | 14 | 18.42% | 1 | 1.32% | 74 | 49.33% | 76 | |

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ASSESSMENT TEMPLATE : EDLE 8302 Induction Plan Rubric

SECTION : EDLE Induction Plan Rubric

QUESTION : Rubric

| Rubric | # 1 | % 1 | # 2 | % 2 | # 3 | % 3 | # 4 | % 4 | # No Response | % No Response | Total Response | Average |
|-------------------------|-----|-----|-----|-----|-----|--------|-----|--------|---------------|---------------|----------------|---------|
| Organization | 0 | 0% | 0 | 0% | 4 | 19.05% | 17 | 80.95% | 0 | 0% | 21 | 3.81 |
| Content | 0 | 0% | 0 | 0% | 7 | 33.33% | 14 | 66.67% | 0 | 0% | 21 | 3.67 |
| Involvement | 0 | 0% | 0 | 0% | 1 | 4.76% | 20 | 95.24% | 0 | 0% | 21 | 3.95 |
| Professionalism | 0 | 0% | 0 | 0% | 0 | 0% | 21 | 100% | 0 | 0% | 21 | 4 |
| Total/Percentage | 0 | 0% | 0 | 0% | 12 | 14.29% | 72 | 85.71% | 0 | 0% | 84 | |

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ASSESSMENT TEMPLATE : EDLE Portfolio FE1

SECTION : Untitled Group

QUESTION : Please Evaluate

| Please Evaluate | # | % | # | % | # | % | # | % | # No | % No | Total | Average |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|------------|------------|------------|------------|-----------|-----------|----------|----------|----------|---------|
| | Unacceptable | Unacceptable | Developing | Developing | Proficient | Proficient | Exemplary | Exemplary | Response | Response | Response | |
| Artifacts: Collection includes multiple, well-captioned artifacts that demonstrate specific leadership standards | 0 | 0% | 2 | 20% | 8 | 80% | 0 | 0% | 0 | 0% | 10 | 2.8 |
| Review: Activities aligned to school/district improvement are described with a clear focus on the specific role the candidate played | 0 | 0% | 0 | 0% | 8 | 80% | 2 | 20% | 0 | 0% | 10 | 3.2 |
| Reflect: Lessons learned are described and evaluated in the context of leading school/district improvement | 0 | 0% | 0 | 0% | 8 | 80% | 2 | 20% | 0 | 0% | 10 | 3.2 |
| Refine: Actions for refining and improving leadership are described with sufficient detail to demonstrate capacity for application in a variety of contexts | 0 | 0% | 1 | 10% | 9 | 90% | 0 | 0% | 0 | 0% | 10 | 2.9 |
| Performance Indicators: Designated performance indicators are met at a level of proficient or higher. | 0 | 0% | 1 | 10% | 9 | 90% | 0 | 0% | 0 | 0% | 10 | 2.9 |
| Total/Percentage | 0 | 0% | 4 | 8% | 42 | 84% | 4 | 8% | 0 | 0% | 50 | |

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ASSESSMENT TEMPLATE : EDLE Induction Plan Rubric for Portfolio

SECTION : EDLE Portfolio Induction Plan Rubric

QUESTION : Rubric

| Rubric | # Unacceptable (1) | % Unacceptable (1) | # Developing (2) | % Developing (2) | # Proficient (3) | % Proficient (3) | # Exemplary (4) | % Exemplary (4) | # No Response | % No Response | Total Response | Average |
|--------------------------|-----------------------|-----------------------|---------------------|---------------------|---------------------|---------------------|--------------------|--------------------|------------------|------------------|-------------------|---------|
| Priority Project Plan | 0 | 0% | 20 | 71.43% | 7 | 25% | 1 | 3.57% | 0 | 0% | 28 | 2.32 |
| Proficiency Plans | 1 | 3.57% | 21 | 75% | 4 | 14.29% | 2 | 7.14% | 0 | 0% | 28 | 2.25 |
| Total/Percentage | 1 | 1.79% | 41 | 73.21% | 11 | 19.64% | 3 | 5.36% | 0 | 0% | 56 | |

* Tk20 Report West Georgia COE Standards Report

Dispositions and Diversity Instruments

No data collected.

GACE Content Test Results

++No test takers for the most recent reported year, 2011-2012