



**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

### *SECONDARY EDUCATION M.ED.*

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2014; SPRING 2015

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

# Goals for Improvement: 2014-2015

**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)

| 2014-2015 Goals   | Progress | Further Action | Data Used to Inform Responses | Strategic Imperative    |
|---|----------|----------------|-------------------------------|-------------------------|
| Increase field experience opportunities in the M.Ed. course offerings.  |          |                |                               | Student Success         |
| Increase graduation rate by 5% over AY 2014   |          |                |                               | Academic Success        |
| To expand course offerings and/or scheduling options for growing numbers of secondary M.A.T. students, we will initiate contacts with COSM, COAH, and COSS departments that serve our students. |          |                |                               | Successful Partnerships |
| Revise M.Ed. program to make the degree more relevant and accessible to practicing teachers   |          |                |                               | Operational Success     |

## 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 | 33  | 16                                  | 48%                                  |

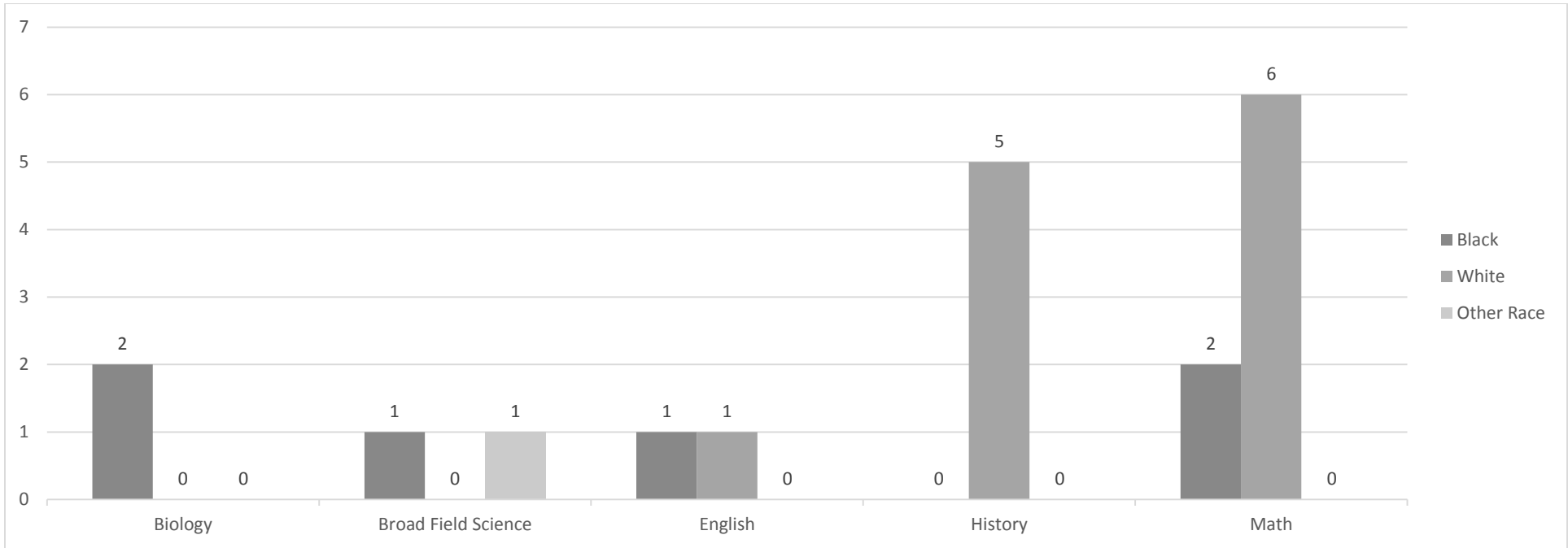
## Admissions and Active Majors

| Program              | 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 |
|----------------------|--|--|---|---------------------------------|
| Biology              | 0  | 0  | 0   | 2                               |
| Broad Field Sciences | 0  | 0  | 2   | 2                               |
| English              | 0  | 0  | 3   | 2                               |
| History              | 0  | 2  | 3   | 5                               |
| Math                 | 0  | 2  | 3   | 8                               |

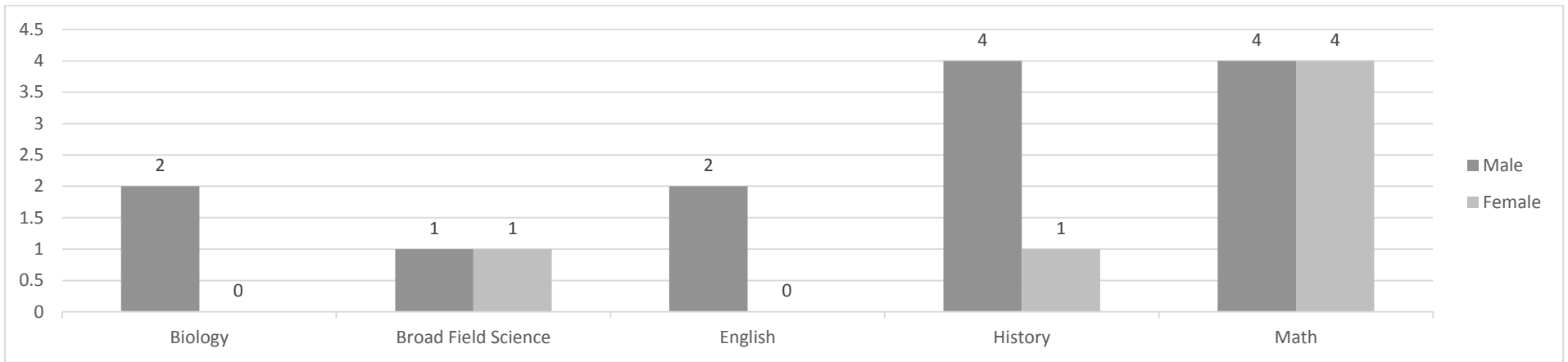
**Active Major & Graduate Trend Data**

| Program              | Active Majors: 2010-2011 | Graduates: 2010-2011 | Active Majors: 2011-2012 | Graduates: 2011-2012 | Active Majors: 2012-213 | Graduates: 2012-2013 | Active Majors: 2013-2014 | Graduates: 2013-2014 | Active Majors: 2014-2015 | Graduates: 2014-2015 |
|----------------------|--------------------------|----------------------|--------------------------|----------------------|-------------------------|----------------------|--------------------------|----------------------|--------------------------|----------------------|
| Biology              | 0                        | 0                    | 0                        | 0                    | 1                       | 5                    | 1                        | 0                    | 2                        | 1                    |
| Broad Field Sciences | 0                        | 0                    | 0                        | 0                    | 0                       | 0                    | 0                        | 1                    | 2                        | 0                    |
| English              | 6                        | 1                    | 6                        | 2                    | 5                       | 0                    | 5                        | 3                    | 2                        | 1                    |
| History              | 0                        | 0                    | 0                        | 0                    | 7                       | 0                    | 10                       | 6                    | 5                        | 4                    |
| Math                 | 6                        | 2                    | 5                        | 2                    | 6                       | 1                    | 8                        | 3                    | 8                        | 3                    |

**Active Majors: Race by Concentration (N=19)**



**Active Majors: Gender by Concentration (N-19)**



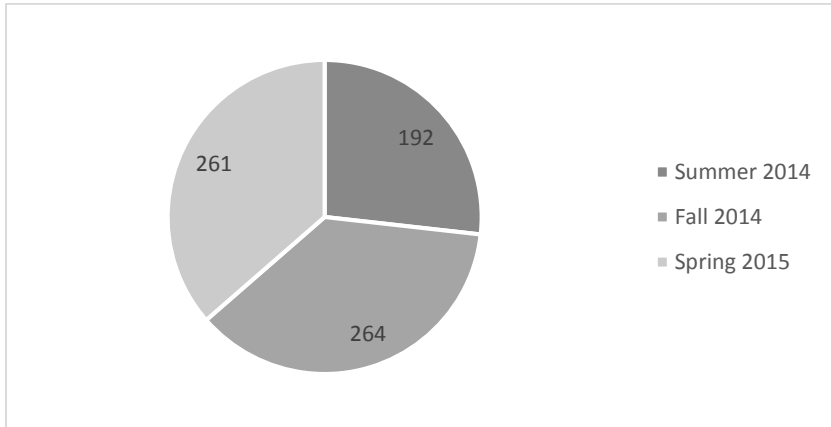
**Progression to Graduation Data (Goal: 80% or more graduate in =/< 2 years from admission to TE)**

|                                 | % Graduated in 2 Years         | % Graduated in 3 Years | No Graduation: Still Enrolled | No Graduation: No Longer Active | Graduated with Diff Major |
|---------------------------------|--------------------------------|------------------------|-------------------------------|---------------------------------|---------------------------|
| <b>Summer 2010 Cohort (N=4)</b> | 50%                            | 0                      | 0                             | 0                               | 50%                       |
|                                 | % 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 2012 Cohort (N=5)</b>   | 40%                            | 0                      | 20%                           | 20%                             | 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=2)</b>   | 50%                            | 0                      | 0                             | 0                               | 50%                       |

**Admission Cohort Race/Gender**

| Cohort      | Male | Female | Black | White | Multiracial | Unknown or Other Race |
|-------------|------|--------|-------|-------|-------------|-----------------------|
| Summer 2010 | 0    | 4      | 0     | 4     | 0           | 0                     |
| Fall 2012   | 2    | 3      | 1     | 3     | 0           | 1                     |
| Fall 2013   | 2    | 0      | 0     | 0     | 0           | 2                     |

## Credit Hour Production- All SEED Graduate Courses



# Assessment Results

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## Learning Outcome Report

Mean scores are reported for each assessment used for each specified criterion. All rubrics are rated on a 4-point scale.

### **SEED M.Ed. Comps Question 1 Rubric: Teacher Standards Paper assessed in Professional Practice Portfolio**

- Outcome 1: Teachers are Committed to Students and Their Learning-- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn. They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- Outcome 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject. They are able to use diverse instructional strategies to teach for understanding.
- Outcome 3: Teachers are Responsible for Managing and Monitoring Student Learning. NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused. They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. NBCTs know how to assess the progress of individual students as well as the class as a whole. They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.
- Outcome 4: Teachers Think Systematically about Their Practice and Learn from Experience. NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. They are familiar with learning theories and instructional strategies and

stay abreast of current issues in American education. They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

- Outcome 5: Teachers are Members of Learning Communities. NBCTs collaborate with others to improve student learning. They are leaders and actively know how to seek and build partnerships with community groups and businesses. They work with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. They know how to work collaboratively with parents to engage them productively in the work of the school.

| Rubric Criteria  | 2014-2015 (N=6) |
|--|-----------------|
| Teachers are committed to students and their learning                  | 3.33            |
| Teachers know their subjects and how to teach them to students.        | 3.0             |
| Teachers are responsible for managing and monitoring student learning. | 3.0             |
| Teachers learn from experience.  | 2.83            |
| Teachers are members of learning communities.                          | 3.0             |

#### SEED M.Ed. Comps Question 2 Rubric: Instructional Strategies assessed in Professional Practice Portfolio

- Outcome 1: Teachers are Committed to Students and Their Learning-- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn. They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- Outcome 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject. They are able to use diverse instructional strategies to teach for understanding.
- Outcome 3: Teachers are Responsible for Managing and Monitoring Student Learning. NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused. They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. NBCTs know how to assess the progress of individual students as well as the class as a whole. They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.
- Outcome 4: Teachers Think Systematically about Their Practice and Learn from Experience. NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.
- Outcome 5: Teachers are Members of Learning Communities. NBCTs collaborate with others to improve student learning. They are leaders and actively know how to seek and build partnerships with community groups and businesses. They work with other professionals on instructional policy,

|  |                        |
|--|------------------------|
| curriculum development and staff development. They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. They know how to work collaboratively with parents to engage them productively in the work of the school. |                        |
| <b>Rubric Criteria</b>   | <b>2014-2015 (N=6)</b> |
| Instructional strategies   | 3.0                    |
| Objectives   | 3.0                    |
| Implementation   | 3.0                    |
| Success of the Strategy  | 3.0                    |

|   |                        |
|---|------------------------|
| <b>SEED M.Ed. Comps Question 3 Rubric: Trend or Issue assessed in Professional Practice Portfolio</b>   |                        |
| <ul style="list-style-type: none"> <li>➤ Outcome 1: Teachers are Committed to Students and Their Learning-- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn. They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.</li> <li>➤ Outcome 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject. They are able to use diverse instructional strategies to teach for understanding.</li> <li>➤ Outcome 3: Teachers are Responsible for Managing and Monitoring Student Learning. NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused. They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. NBCTs know how to assess the progress of individual students as well as the class as a whole. They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.</li> <li>➤ Outcome 4: Teachers Think Systematically about Their Practice and Learn from Experience. NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.</li> <li>➤ Outcome 5: Teachers are Members of Learning Communities. NBCTs collaborate with others to improve student learning. They are leaders and actively know how to seek and build partnerships with community groups and businesses. They work with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. They know how to work collaboratively with parents to engage them productively in the work of the school.</li> </ul> |                        |
| <b>Rubric Criteria</b>  | <b>2014-2015 (N=5)</b> |
| Trend or Issue  | 3.0                    |
| Content   | 3.0                    |
| Supporting Evidence   | 3.0                    |
| Written Expression and Organization   | 3.0                    |
| Conventions   | 3.0                    |