



**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

SPECIAL EDUCATION ED.S.

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2014; SPRING 2015

PREPARED BY

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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.

To record 2015-2016 goals, please click here:

https://docs.google.com/a/westga.edu/forms/d/1q5UB5ZfzV3whBqYi3oCFPiPxTj6tiLFNy_FVLmqKpec/viewform?usp=send_form

2014-2015 Goals	Progress	Further Action	Data Used to Inform Responses	Strategic Imperative
Improve the overall usefulness and quality of Ed.S. program data				Operational Success
Improve the overall quality of Ed.S. candidates' academic writing				Academic Success

Program Admissions/Production Information

Percentage of Completed Rubrics

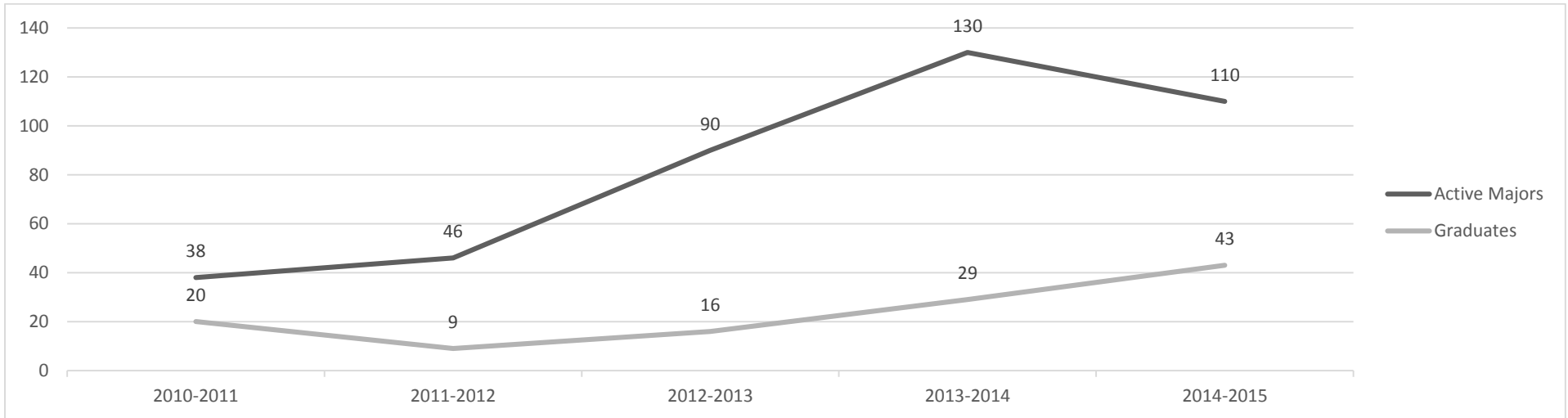
Type of Assignment	Number of Assignments Submitted by Students	Number of Rubrics Scored by Faculty	Percent of Rubrics Scored by Faculty
Course-Based Assignments	137	134	98%

Admissions and Active Majors

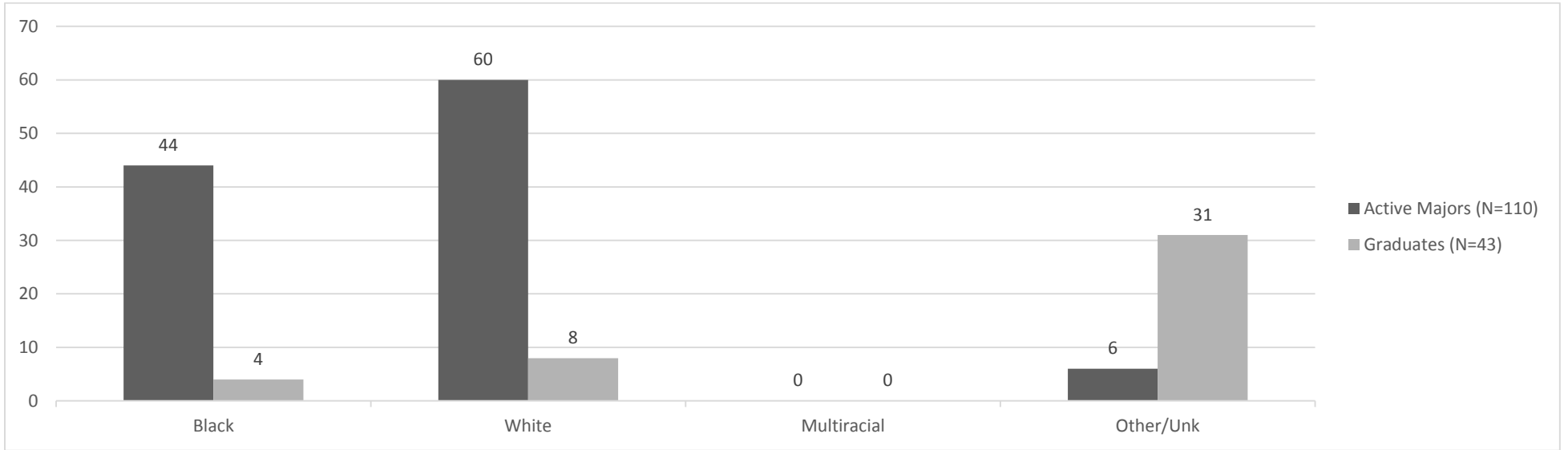
Active Majors Admitted 3+ Years Ago (2011-2012 or prior)	Active Majors Admitted 2 Years Ago (2012-2013)	Active Majors Admitted 1 Year Ago (2013-2014)	Current Active Majors 2014-2015	2014-2015 Cohort Admission GPA
7	15	46	110	TBA

*Banner Report ED2505

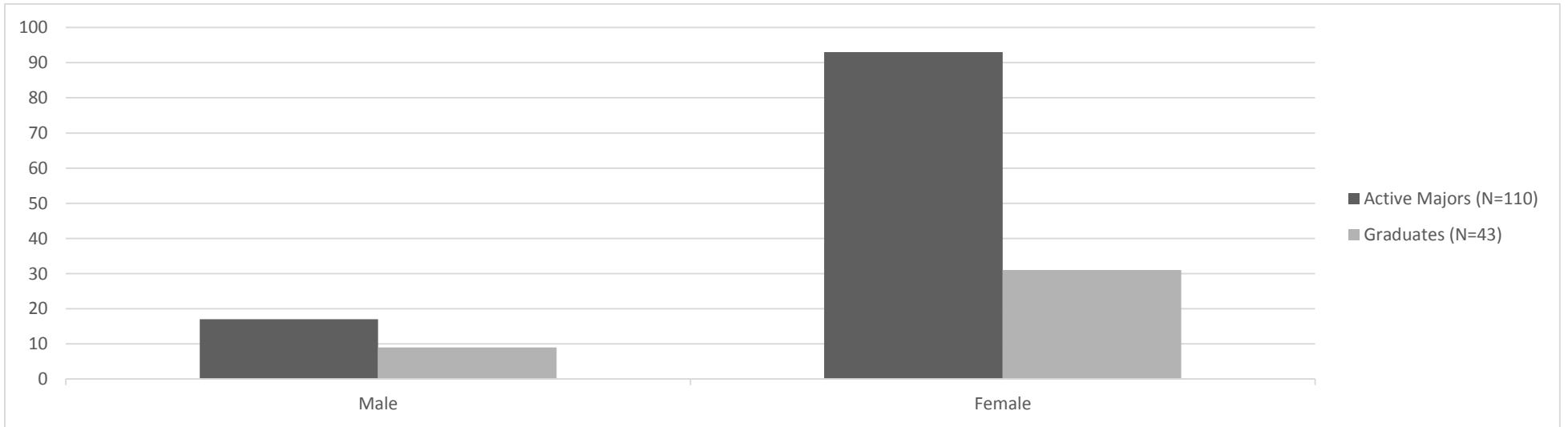
Active Major & Graduate Trend Data



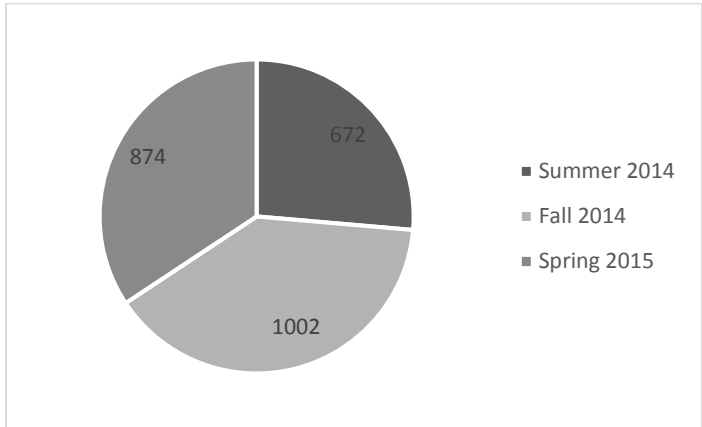
Race: 2014-2015 Active Majors and Graduates



Gender: 2014-2015 Active Majors and Graduates



Credit Hour Production- All SPED Graduate Courses (N=2548)



Graduation Rates

	% Graduated in <2 Years	% Graduated in 3-4 Years	No Graduation Date: Still Active	No Graduation Date: No Longer Active	Graduated with other major
Fall 2010 Cohort (N=5)	80%	0	0	20%	0
	% Graduated in <2 Years	% Graduated in 3-4 Years	No Graduation Date: Still Active	No Graduation Date: No Longer Active	Graduated with other major
Fall 2012 Cohort (N=40)	35%	28%	2%	30%	5%
	% Graduated in <2 Years	% Graduated in 3-4 Years	No Graduation Date: Still Active	No Graduation Date: No Longer Active	Graduated with other major
Fall 2013 Cohort (N=37)	35%	5%	22%	38%	0

Admission Cohort Race/Gender

Cohort	Male	Female	Black	White	Multiracial	Unknown or Other
Fall 2010	0	5	2	3	0	0
Fall 2012	5	35	10	11	0	19
Fall 2013	6	31	0	2	0	35

Assessment Results

Learning Outcomes Report

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

Impact on Student Learning Rubric assessed in SPED 7701	
<ul style="list-style-type: none">➤ Outcome 1: Candidates use valid and reliable assessment practices to minimize bias.➤ Outcome 2: Candidates use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.	
Rubric Criteria	2014-2015 (N=34)
Planning	3.50
Instructional Methods	3.41
Differentiation	3.24
Assessment	3.42
Reflection	3.35

Case Law Project Rubric assessed in SPED 7729	
➤ Candidates will demonstrate an understanding of current issues in counseling and supervision.	
Rubric Criteria	2014-2015 (N=10)
Comprehensive description of issue, court findings, case citations (coverage of the content)	3.80
Analysis of the issue	3.60
Organization/topic development	3.50
Conclusion and synthesis of information found in your research (connections or applications to today's P-12 schools)	3.40
Quality of research, appropriate references used & length	3.50

Curriculum Design Project Rubric assessed in SPED 8771	
➤ Outcome 2: Candidates use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.	
➤ Outcome 3: Candidates facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.	
Rubric Criteria	2014-2015 (N=17)
Literature Review	3.06
Theory to Practice	3.06
Graphic Organizer	3.24
Reflection	3.41

Research Project Paper Rubric assessed in SPED 8784	
➤ Candidates will demonstrate an understanding of current issues in counseling and supervision.	
Rubric Criteria	2014-2015 (N=22)
IRB Letter of Approval or Classroom Research Form	3.88
Title Page	3.86
Abstract	3.82
Introduction/ Statement of Problem	3.55
Review of the Literature	3.55
Methodology	3.55
Results	3.24
Discussion	3.27

APA style --refer to instructor expectations	3.32
References and Citations	3.50
Language, Grammar, Punctuation, Spelling & Sentence Structure	3.00