



**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

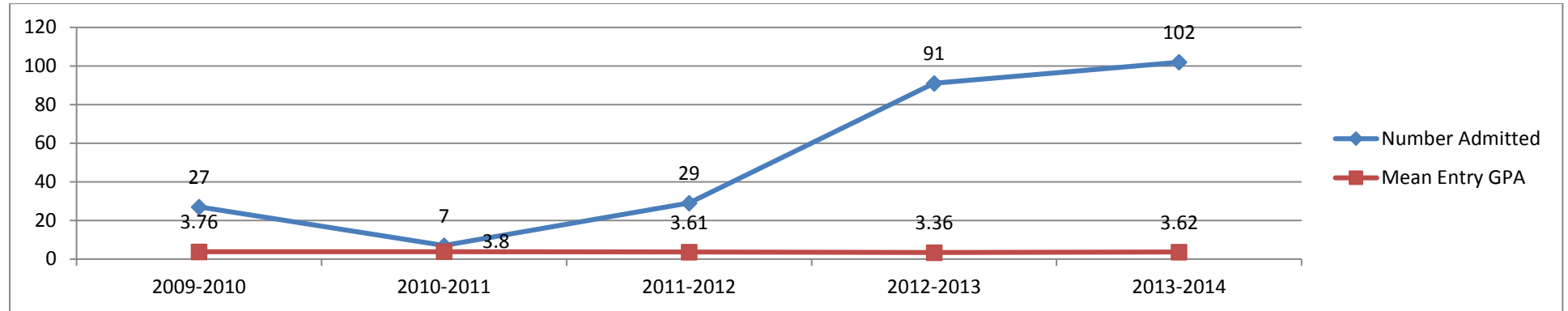
SUMMER AND FALL 2013; SPRING 2014

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

# Program Admissions/Production Information

## Admission Trends\*



\*PAAR and Graduate Studies Spreadsheet

## Admissions and Active Majors\*

Active Majors Admitted 3+ Years Ago (2010-2011 or prior)	Active Majors Admitted 2 Years Ago (2011-2012)	Active Majors Admitted 1 Year Ago (2012-2013)	Active Majors Admitted 2013-2014	Current Active Majors 2013-2014
4	6	48	73	131

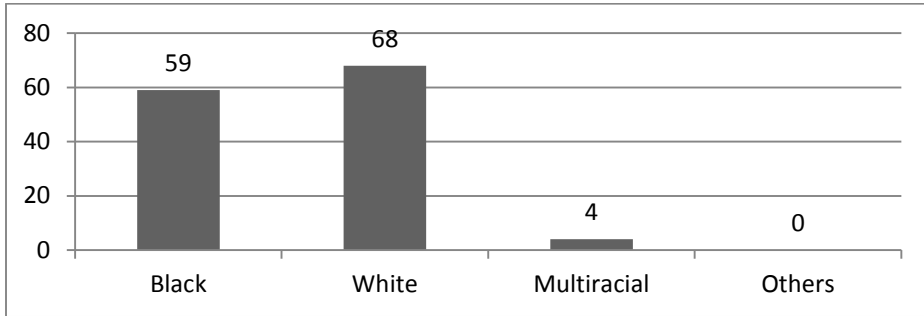
\*Banner Report ED2505

## Completers\*

2011-2012	2012-2013	2013-2014
9	16	29

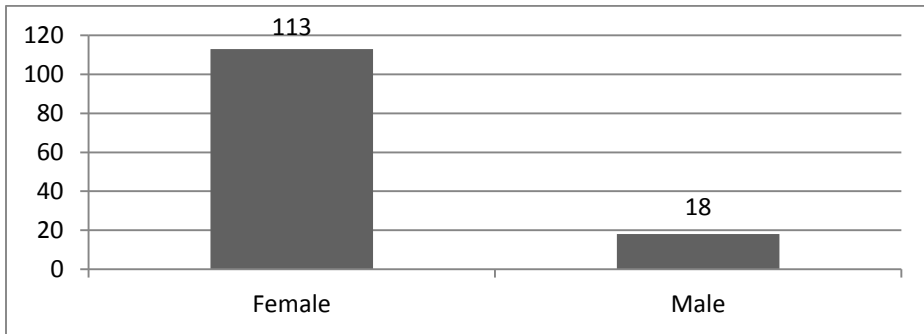
\* Banner Report ED2465

**Race-Active Majors (N=131)\***



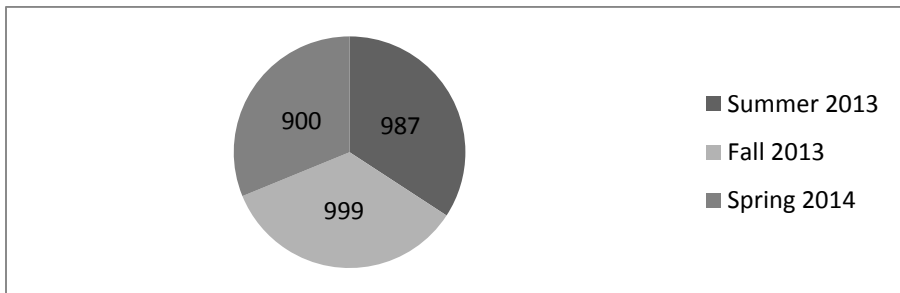
\* Banner Report ED2505

**Gender-Active Majors (N=131)\***



\*Banner Report 2505

**Credit Hour Production- All SPED Graduate Courses (N=2886)\***



\* Banner Report ED2270

### Average GRE Scores- Active Majors (N=34)\*

Test	Score	Percentile Ranks
GRE-Verbal	439	41
GRE-Quantitative	477	14
Composite	916	Not Available

\* Banner Report ED2505

# Assessment Results

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## Learning Outcomes Report\*

<b>Case Law Project Rubric assessed in SPED 7729</b>		
➤ Outcome 5: Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.		
<b>Rubric Criteria</b>	<b>2012-2013 (N=31)</b>	<b>2013-2014 (N=30)</b>
Comprehensive description of issue, court findings, case citations (coverage of the content)	3.94	3.43
Organization/topic development	3.9	3.37
Conclusion and synthesis of information found in your research (connections or applications to today's P-12 schools)	3.87	3.13
Use of graduate level language, vocabulary.	3.97	3.34
Spelling, grammar, writing mechanics, use of graduate	4	3.33
APA style	3.9	3.07
Quality of research, appropriate references used & length	3.81	3.07

<b>High Impact Evaluation Rubric assessed in SPED 7701</b>	
*This rubric has not been used since spring 2013 but is still on the assessment template.	
<ul style="list-style-type: none"> <li>➤ Outcome 1: Special education specialists use valid and reliable assessment practices to minimize bias.</li> <li>➤ Outcome 2: Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.</li> </ul>	
<b>Rubric Criteria</b>	<b>2012-2013 (N=35)</b>
Concept	3.2
Introduction/Summary	3.63
Grammar, Spelling, Writing Style	3.8

<b>Research Project Rubric assessed in SPED 8784</b>	
➤ Outcome 4: Special education specialists conduct, evaluate, and use inquiry to guide professional practice.	
<b>Rubric Criteria</b>	<b>2013-2014 (N=24)</b>
IRB and Ethical Aspects	3.86
General Presentation and Organization	3.29
Title Page	3.54
Abstract	3.65
Introduction/Statement of Problem	3.38
Review of Literature (Also see References & Citations)	3.5
Methodology	3.38
Results	3.41
Discussion	3.32
APA Style--refer to instructor expectations	3.25
References and Citations	3.46

<b>Leadership Plan Project Rubric assessed in SPED 7704</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 2: Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.</li> <li>➤ Outcome 3: Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.</li> <li>➤ Outcome 7: Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families</li> </ul>	
<b>Rubric Criteria</b>	<b>2013-2014 (N=42)</b>
Comprehensive description of an emerging, current legal, regulatory and/or ethical issue affecting education and its relationship to leadership in special education.	4
Conclusion and synthesis of information found in the paper relate to emerging, current legal, regulatory and/or ethical issues affecting education and its relationship to leadership in special education.	4
Spelling, grammar, mechanics and use of graduate level language.	3.98
APA	3.71
Quality of research, appropriate references used, length of paper	3.76

<b>Dispositions rubric assessed in SPED 8704/8784</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 8: Candidates demonstrate appropriate professional dispositions.</li> </ul>	
<b>Rubric Criteria</b>	<b>2013-2014 (N=12)</b>
Professionalism: Preparation	3.33
Professionalism: Responsive and Adaptive	3.5
Professionalism: Ethical & Honest	3.67
Communication	3.25
Belief that All Can Learn: Respects Individual Differences	3.5
Fairness: Equity in All Settings	3.42
Collaboration: Interactions with Others	3.42

\*Tk20 Report: COE West Georgia Standards Report

--Please note: The Curriculum Design Project rubric that is on the current template was first used in summer 2014, and its results are therefore not on this report. They will appear on next year's report.