



**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 M.A.T.

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2013; SPRING 2014

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

Program Admissions/Production Information

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)	Current Active Majors 2013-2014
NEW PROGRAM AS OF 2013-2014			21

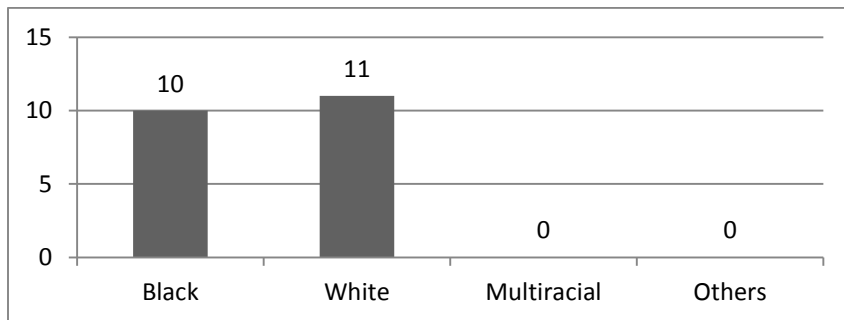
*Banner Report ED2505

Completers*

2011-2012	2012-2013	2013-2014
NEW PROGRAM AS OF 2013-2014		

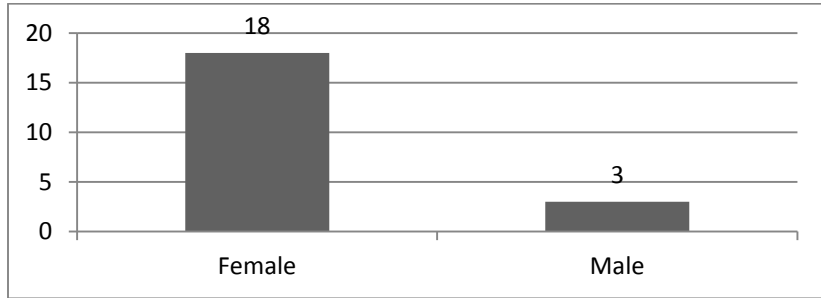
* Banner Report ED2465

Race-Active Majors (N=21)*



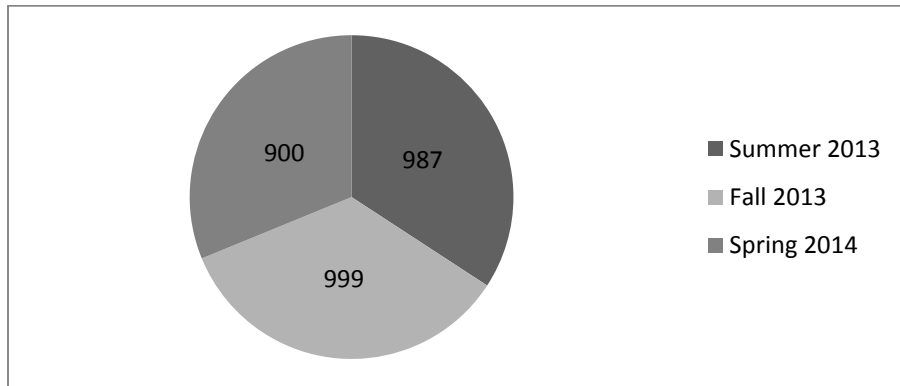
* Banner Report ED2505

Gender-Active Majors (N=21)*



*Banner Report 2505

Credit Hour Production (N=2886)*



* Banner Report ED2270

Assessment Results

Learning Outcome Report*

Mean scores are reported for each assessment used for each criterion. Trend data are shown if available.

Child Change Rubric-10.7.13 assessed in SPED 6761	
➤ Outcome 2: Candidates create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. (Learning Environments)	
Rubric Criteria	2013-2014 (N=5)
Participant Characteristics	4
Long-term and short-term objectives	4
Baseline	3.8
Intervention (including data collection method)	4
Written description of how the individual responded to the intervention	3.4
Graphic representation	3.4
Analysis Evaluation Reflection	3.2

Ethics and Practice Paper Rubric assessed in SPED 6709	
➤ Outcome 6: Candidates use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. (Professional and Ethical Practice)	
Rubric Criteria	2013-2014 (N=4)
Components	4
Responses to Questions	3.25
Presentation	2.5

CBA Rubric assessed in SPED 6766	
➤ Outcome 3: Candidates use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. (Curricular Content Knowledge)	
Rubric Criteria	2013-2014 (N=1)
Format	4
Annual Goal	4
Instructional Objective	4
Tests or Other Forms of Assessment	4
Standard of Performance for Mastery and Rationale	4
Description- Administering the CBA	4
Recording Forms	4
CBA Interpretation	4

GACE Pass Rates

Test	Number Tested	Number Passed	Percent Passed
Special Education-I	1	1	100
Special Education-II	1	1	100

* ETS Data Manager: Test Level Summary Statistics-Expanded

++ Objective-level results are not given for this degree program