



College of Education

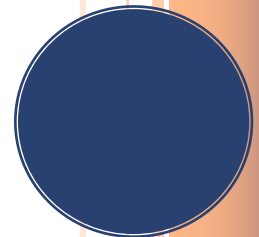
DATA REPORT 2012

Media-Media Specialist

This document contains aggregated candidate data collected at admission, clinical experience, and completion as well as program level on key quantitative variables. The intended uses of these data include identifying areas of strength, areas for improvement, indicators of progress, and as an aid for annual planning.

UNIVERSITY OF WEST GEORGIA

8/8/12



DATA REPORT 2012

MEDIA-MEDIA SPECIALIST

SECTION 1: PROGRAM DATA

List of Assessments

Please review the assessments listed below and submit corrections, additions, or deletions to the Assessment Office by the second Friday in September for Fall term assessments.

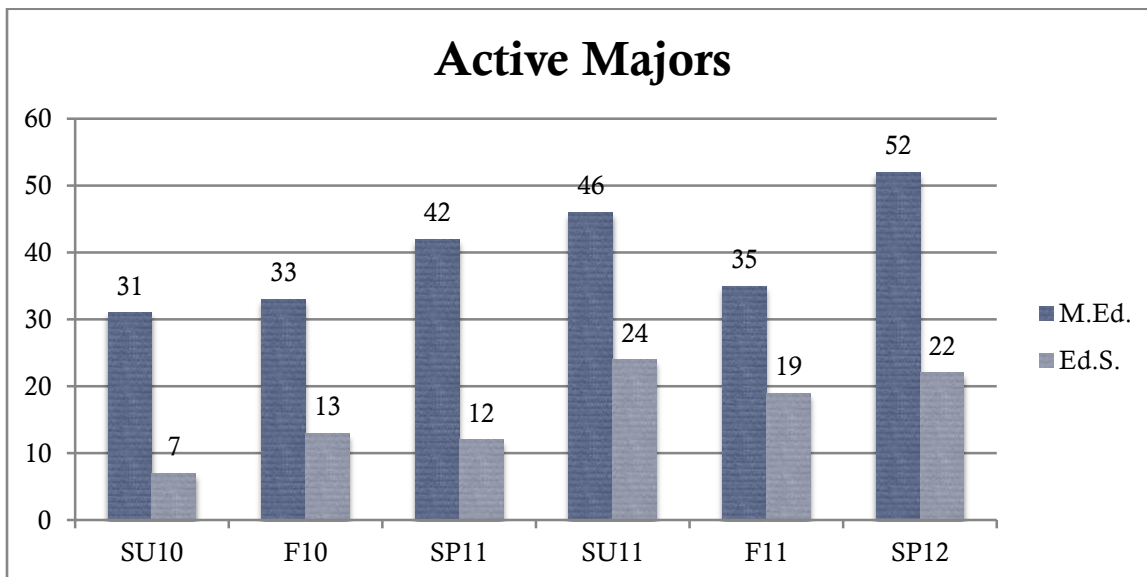
<u>Master's</u>	<u>Specialist</u>	<u>Certification Only</u>
Dispositions 6463	Initial SWOT	Dispositions 6463
AASL Competencies 6463	Dispositions 1	AASL Competencies 6463
AASL Competencies 7478	Impact on Learning	AASL Competencies 7478
Dispositions 7478	Dispositions 2	Dispositions 7478
Impact on Learning: Dewey PPT - 6463, PathFinder - 7474, Resource Kit - 7477; Volunteer Experience Reflection	Field Experience	Impact on Learning: Dewey PPT - 6463, PathFinder - 7474, Resource Kit - 7477; Volunteer Experience Reflection
Roles-Exit Presentation	Final SWOT	Roles-Exit Presentation
Follow-Up Survey	Report	Follow-Up Survey
	Matrix	
	Survey	

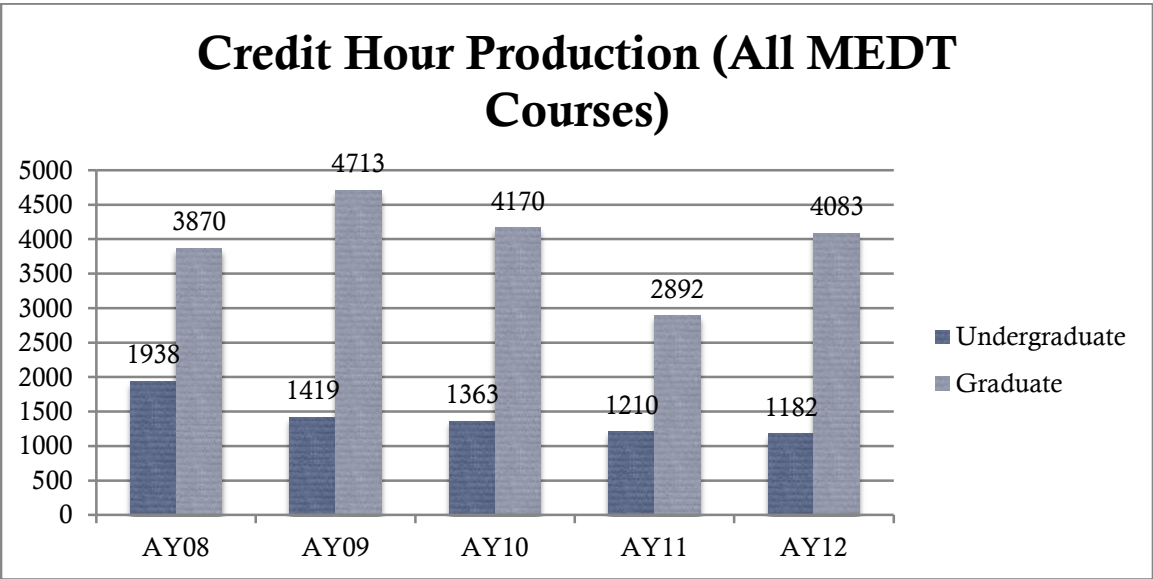
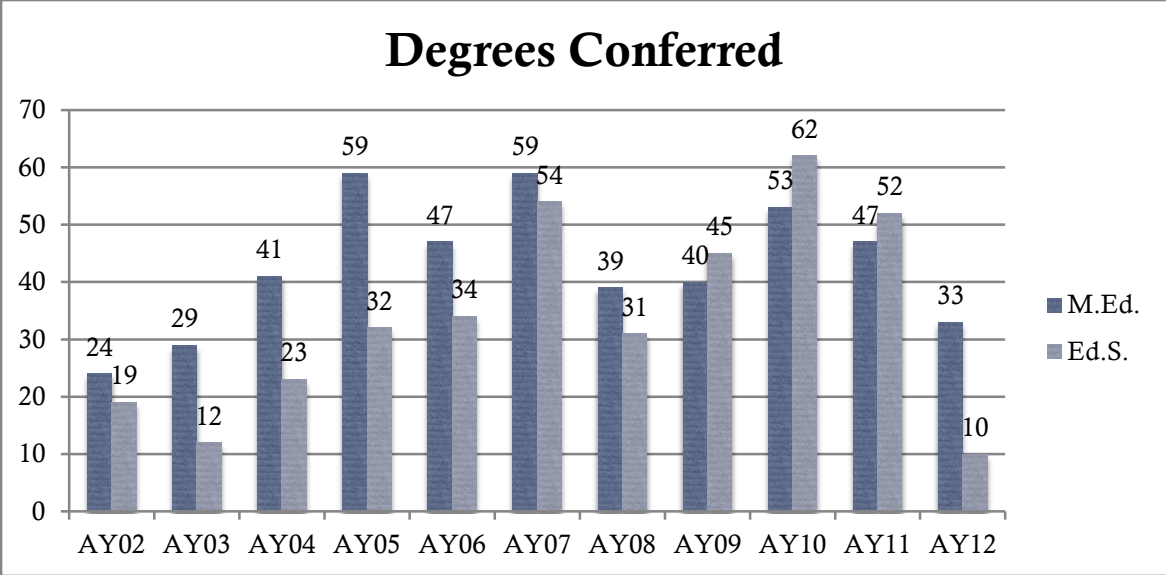
SMART Goals, 2011-2012

<u>SMART Goals-SLM M.Ed.</u>	<u>How Assessed?</u>	<u>When?</u>
Knowledge & Skills assessments do not meet the new AASL standards. Review began in summer; new assessments must be developed by the end of October.	Document	End of October
Disposition assessments are too focused on student behavior in our courses. Focus must include dispositional behavior in the field; work with COE to develop standard and more appropriate Disposition	Document	End of October

Assessment.		
Field Experience and Impact on Learning Assessments have been separate and need to be more connected. Both are also too complex; assessments need to be revised by end of October.	Document	End of October

SMART Goals-SLM Ed.S.	How Assessed?	When?
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Disposition assessments are too focused on student behavior in our courses. Focus must include dispositional behavior in the field; work with COE to develop standard and more appropriate Disposition Assessment.	Document	End of October
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SECTION II: CANDIDATE DATA

ADMISSION

Admission GPA 2011-2012 (Transition Point 1)

Master's	*Not yet available
Specialist	*Not yet available
Certification Only	*Not yet available

Exit GPA 2011-2012 (Transition Point 4)

Master's	3.89
Specialist	3.90
Certification Only	N/A

CLINICAL EXPERIENCES

NOT APPLICABLE FOR THIS PROGRAM

FOLLOW-UP: GACE CONTENT (TRANSITION POINT 5)

The results reported here are for GACE Content Tests I and II: Media Specialist. Results reported are from all takers at the University of West Georgia for the most recent five years.

PASS RATES

Program Year	TEST 1			Pass Rate - GA	# Takers - GA	# Pass - GA
	Pass Rate - UWG.	# Takers - UWG.	# Pass - UWG.			
2006-2007	85%	40	34	88%	210	184
2007-2008	97%	59	57	87%	283	247
2008-2009	89%	66	59	88%	275	241
2009-2010	96%	56	54	90%	223	201
2010-2011	100%	33	33	95%	203	193
Program YTD	91%	43	39	88%	171	151

	TEST 2					
Program Year	Pass Rate - UWG.	# Takers - UWG.	# Pass - UWG.	Pass Rate - State	# Takers - State	# Pass - State
2006-2007	95%	39	37	91%	209	190
2007-2008	97%	61	59	89%	279	248
2008-2009	91%	64	58	86%	266	230
2009-2010	93%	55	51	90%	221	200
2010-2011	100%	33	33	94%	204	192
Program YTD	93%	41	38	89%	163	145

OBJECTIVES SUMMARY 2007-YTD ALL TAKERS

Test	Subarea #	Objective Type	Objective Name	# of Takers - UWG	Objective Score - UWG	# of Takers - GA	Objective Score - GA
Test I	1	M/C	Understand characteristics of literature for children and young adults and strategies for promoting literacy.	33	84%	203	79%
Test I	1	M/C	Understand strategies for providing access to information, ideas, and literature.	33	74%	203	77%
Test I	1	M/C	Understand the characteristics of efficient and ethical information-seeking behavior by all members of the learning community.	33	89%	203	82%
Test I	1	M/C	Understand the mission of the library media program and the roles and responsibilities of the media specialist.	33	79%	203	78%
Test I	2	M/C	Understand information resources and strategies for locating and accessing information resources for a particular purpose.	33	78%	203	76%
Test I	2	M/C	Understand methods and materials for promoting learning and information literacy skills.	33	82%	203	79%
Test I	2	M/C	Understand strategies for evaluating information and communicating information obtained from a search.	33	77%	203	76%
Test I	2	M/C	Understand the characteristics of effective teachers of information literacy skills.	33	75%	203	75%
Test	Subarea #	Objective Type	Objective Name	# of Takers - UWG	Objective Score - UWG	# of Takers - GA	Objective Score - GA
Test II	1	M/C	Understand the relationship between the library media program and information resources beyond the school.	33	85%	204	82%
Test II	1	M/C	Understand the role of the media specialist as an educational leader.	33	65%	204	61%
Test II	1	M/C	Understand the role of the media specialist as an instructional partner.	33	89%	204	84%
Test II	1	M/C	Understand the role of the media specialist in curriculum development.	33	84%	204	85%

Test II	2	M/C	Understand principles and practices for managing library media information resources.	33	84%	204	73%
Test II	2	M/C	Understand principles and practices related to the management of human, financial, and physical resources of the library media program.	33	76%	204	76%
Test II	2	M/C	Understand principles and practices related to the management of technological resources of the library media program.	33	78%	204	75%
Test II	2	M/C	Understand the comprehensive and collaborative nature of strategic planning and assessment for the library media program.	33	70%	204	67%

MEDT SLM Learning Outcome Report AY12

Please review the assessment outcomes of candidates for each learning outcome specified by your program. Identify areas of strength and those targeted for improvement. Specify goals and strategies for improvement on the Data-Driven Program Improvement Form in Tk20.

MEDT SLM M.ED. AASL COMPETENCY ASSESSMENT-MEDT 6463

Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students

ASSESSMENT TEMPLATE : MEDT SLM AASL Competency Rubric 6463												
Score:	#1	%1	#2	%2	#3	%3	#4	%4	# No Resp	% No Resp	Total Resp	Avg
Teaching & Learning	0	0%	0	0%	10	55.56%	8	44.44%	72	80%	18	3.44
Total/Percentage	0	0%	0	0%	10	55.56%	8	44.44%	72	80%	18	
Literacy and Reading	0	0%	0	0%	12	66.67%	6	33.33%	72	80%	18	3.33
Total/Percentage	0	0%	0	0%	12	66.67%	6	33.33%	72	80%	18	
Information and Knowledge	0	0%	1	5.56%	16	88.89%	1	5.56%	72	80%	18	3
Total/Percentage	0	0%	1	5.56%	16	88.89%	1	5.56%	72	80%	18	
Advocacy and Leadership	0	0%	6	33.33%	12	66.67%	0	0%	72	80%	18	2.67
Total/Percentage	0	0%	6	33.33%	12	66.67%	0	0%	72	80%	18	
Program Management and Administration	0	0%	6	33.33%	12	66.67%	0	0%	72	80%	18	2.67
Total/Percentage	0	0%	6	33.33%	12	66.67%	0	0%	72	80%	18	

MEDT SLM M.ED. DISPOSITIONS ASSESSMENT-MEDT 6463

Outcome 3: Candidates demonstrate professional dispositions and ethics

ASSESSMENT TEMPLATE : MEDT SLM Dispositions												
Rubric 6463												
Rubric	# 1	% 1	# 2	% 2	# 3	% 3	# 4	% 4	# No Resp	% No Resp	Total Resp	Avg
Professionalism: Punctuality	0	0%	0	0%	16	100%	0	0%	0	0%	16	3
Professionalism: Preparation	0	0%	1	6.25%	11	68.75%	4	25%	0	0%	16	3.19
Professionalism: Professional Demeanor	0	0%	0	0%	11	68.75%	5	31.25%	0	0%	16	3.31
Professionalism: Responsive & Adaptive	0	0%	1	6.25%	8	50%	7	43.75%	0	0%	16	3.38
Professionalism: Ethical & Honest	0	0%	0	0%	15	93.75%	1	6.25%	0	0%	16	3.06
Communication: Verbal Communication	0	0%	0	0%	16	100%	0	0%	0	0%	16	3
Communication: Written Communication	0	0%	1	6.25%	14	87.5%	1	6.25%	0	0%	16	3
Belief that All Can Learn:	0	0%	0	0%	16	100%	0	0%	0	0%	16	3
Fairness: Equity in All Settings	0	0%	0	0%	16	100%	0	0%	0	0%	16	3
Collaboration: Interactions with Others	0	0%	0	0%	16	100%	0	0%	0	0%	16	3
Total/Percentage	0	0%	3	1.88%	139	86.88%	18	11.25%	0	0%	160	

MEDT SLM M.ED. AASL COMPETENCY ASSESSMENT-MEDT 7478

Outcome 2: Candidates develop, implement, and evaluate learning opportunities for all students

ASSESSMENT TEMPLATE : MEDT SLM AASL Competency Rubric 7478												
Score:	# 1	% 1	# 2	% 2	# 3	% 3	# 4	% 4	# No Resp	% No Resp	Total Resp	Avg
Teaching and Learning	0	0%	0	0%	1	50%	1	50%	8	80%	2	3.5
Total/Percentage	0	0%	0	0%	1	50%	1	50%	8	80%	2	
Literacy and Reading	0	0%	0	0%	2	100%	0	0%	8	80%	2	3
Total/Percentage	0	0%	0	0%	2	100%	0	0%	8	80%	2	
Information and Knowledge	0	0%	0	0%	1	50%	1	50%	8	80%	2	3.5
Total/Percentage	0	0%	0	0%	1	50%	1	50%	8	80%	2	
Advocacy and Leadership	0	0%	0	0%	2	100%	0	0%	8	80%	2	3
Total/Percentage	0	0%	0	0%	2	100%	0	0%	8	80%	2	
Program Management and Administration	0	0%	0	0%	1	50%	1	50%	8	80%	2	3.5
Total/Percentage	0	0%	0	0%	1	50%	1	50%	8	80%	2	

MEDT SLM M.ED. DISPOSITIONS ASSESSMENT-MEDT 7478

Outcome 3: Candidates demonstrate professional dispositions and ethics

ASSESSMENT TEMPLATE : MEDT SLM Disposition Rubric 7478												
Professional Dispositions and Behaviors	# 1	% 1	# 2	% 2	# 3	% 3	# 4	% 4	# No Resp	% No Resp	Total Resp	Avg
Professionalism: Punctuality	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Professionalism: Preparation	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Professionalism:Professional Demeanor	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Professionalism:Responsive and Adaptive	0	0%	0	0%	0	0%	1	100%	0	0%	1	4
Professionalism:Ethical and Honest	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Communication:Verbal Communication	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Communication:Written Communication	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Belief that All can Learn:Respects Individual Differences	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Fairness:Equity in All Settings	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Collaboration:Interactions with Others	0	0%	0	0%	1	100%	0	0%	0	0%	1	3
Total/Percentage	0	0%	0	0%	8	80%	2	20%	0	0%	10	

