



**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

### *EDUCATIONAL LEADERSHIP ED.S.*

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2014; SPRING 2015

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

# Goals for Improvement: 2014-2015

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**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/1q5UB5ZfzV3whBqYj3oCFPiPxTj6tiLFNy\\_FVLmqKpec/viewform?usp=send\\_form](https://docs.google.com/a/westga.edu/forms/d/1q5UB5ZfzV3whBqYj3oCFPiPxTj6tiLFNy_FVLmqKpec/viewform?usp=send_form)

2014-2015 Goals	Progress	Further Action	Data Used to Inform Responses	Strategic Imperative
By the end of AY 14-15, the educational leadership faculty will restructure the existing leadership degree program to strengthen areas of organizational management, classroom and operational technology, school safety, and educator ethics as identified by the program assessment criteria (assessment template).				Student Success, Academic Success, Successful Partnerships, Operational Success

## Program Admissions/Production Information

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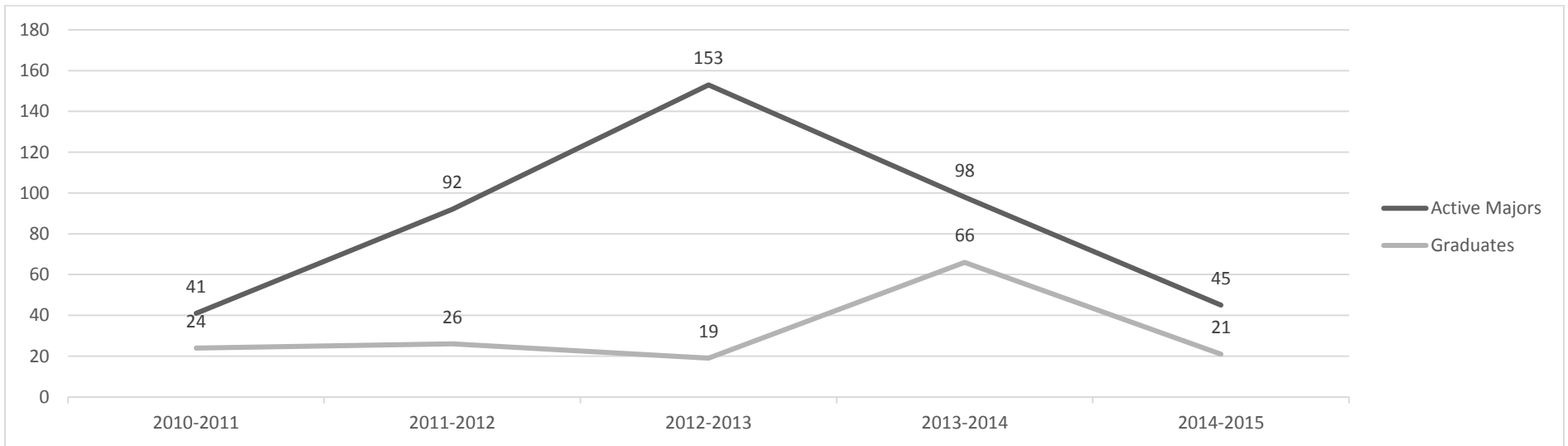
### Percentage of Completed Rubrics in Tk20

Type of Assignment	Number of Assignments Submitted by Students	Number of Rubrics Scored by Faculty	Percent of Rubrics Scored by Faculty
Course-Based Assignments	22	18	82%

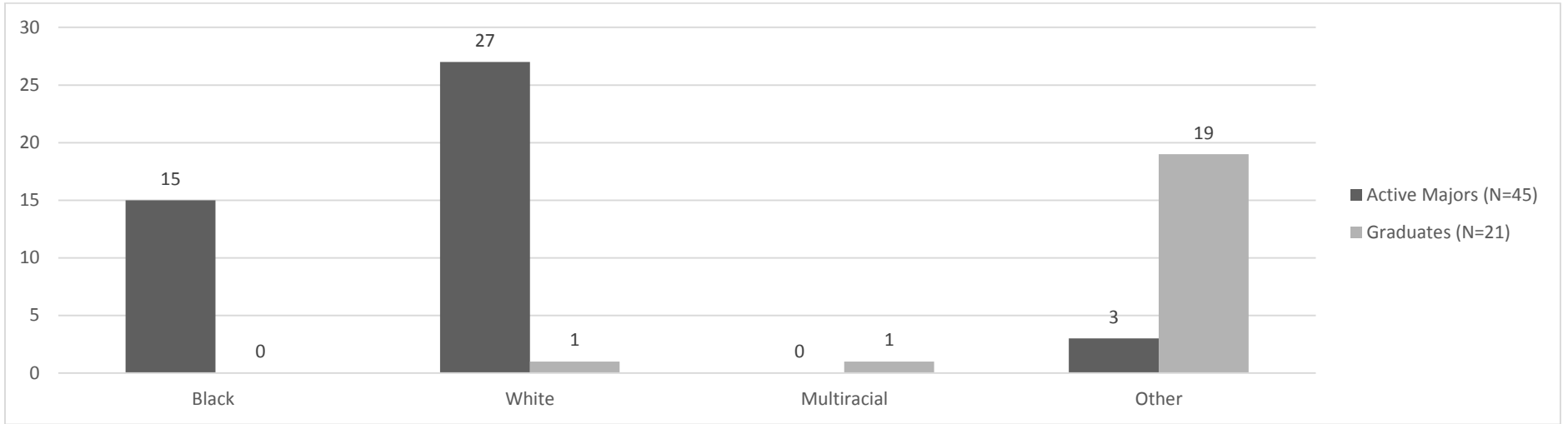
**Admissions and Active Majors**

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
4	5	14	45	TBA

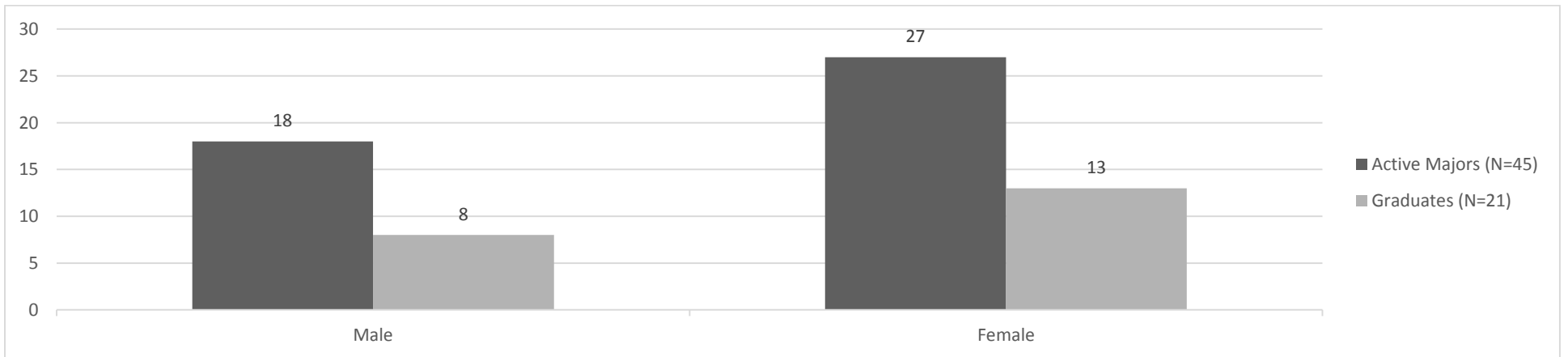
**Active Major & Graduate Trend Data**



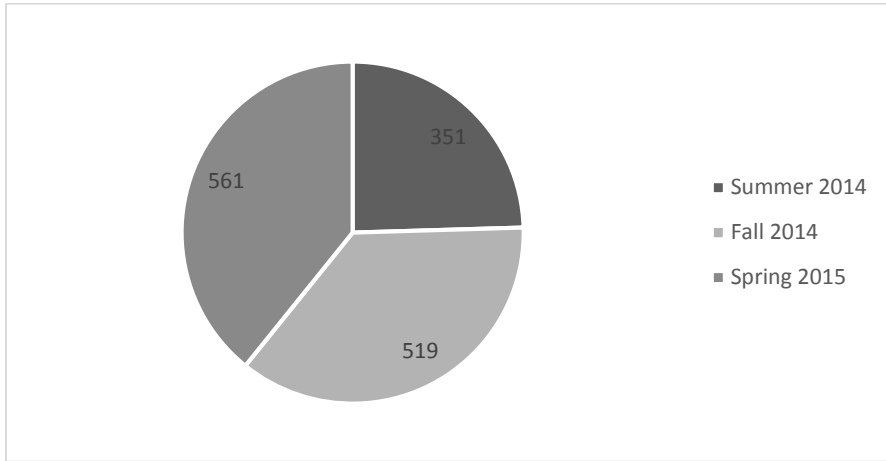
**Race: 2014-2015 Active Majors and Graduates**



**Gender- Active Majors and Graduates**



**Credit Hour Production- All EDLE Graduate Courses (N=1431)**



**Progression to Graduation Data**

	% Graduated in 2 Years	% Graduated in 3-4 Years	% Graduated in >=5 Years	No Graduation: Still Enrolled	No Graduation: No Longer Active	Graduated with Diff Major
<b>Summer 2010 Cohort (N=29)</b>	84%	3%	3%	0	10%	0
	% Graduated in 2 Years or less	% Graduated in 3-4 Years	% Graduated in >=5 Years	No Graduation: Still Enrolled	No Graduation: No Longer Active	Graduated with Diff Major
<b>Fall 2012 Cohort (N=16)</b>	75%	19%	0	0	0	6%
	% Graduated in 2 Years or less	% Graduated in 3 Years	% Graduated in >=5 Years	No Graduation: Still Enrolled	No Graduation: No Longer Active	Graduated with Diff Major
<b>Fall 2013 Cohort (N=9)</b>	100%	0	0	0	0	0

### Admission Cohort Race/Gender

Cohort	Male	Female	Black	White	Multiracial	Unknown or Other Race
Summer 2010	8	21	9	17	0	3
Fall 2012	4	12	3	1	1	11
Fall 2013	4	5	1	0	0	8

### Learning Outcome Report

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

Resource Audit assessed in EDLE 8312	
➤ Outcome 3: Promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	
Rubric Criteria	Mean 2014-2015 (N=16)
Resource Audit	3.69

Policy White Paper assessed in EDLE 8326	
➤ Outcome 6: Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	
Rubric Criteria	Mean 2014-2015 (N=2)
Introduction Focus and Depth: Relevance of issue to Education	4.0
Analysis: Thoughtful conclusions are supported and reflect an understanding of key ideas and implications	4.0
Research-based Recommendations: Sufficient review of literature from a variety of types of sources and perspectives	4.0
Clarity: Academic style of writing with proper conventions and citations presented in APA format. Presentation is professional.	4.0
Presentation: Ideas are articulated clearly in a well-organized and professional manner	4.0
Effective Collaboration: Learning team effectively manages collaborative work; contributions of team members are equitable	4.0

<b>School Data Profile assessed in EDLE Portfolio</b>	
➤ Outcome 3: Promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	
<b>Rubric Criteria</b>	<b>Mean 2014-2015 (N=1)</b>
Demographic Data: Enrollment, Attendance, Drop-Out Rate, Ethnicity, Gender	3.0
Student Learning Data: State and Local Standardized Tests, Formative and Summative School/Classroom Assessments, Teacher Observations of Performance	3.0
Perceptions Data: School Climate/Culture Data, Stakeholder (Students, Staff, Parents) Perception Survey Results, School Safety Audits	3.0
School Process Data: Descriptions and fidelity of school programs and processes	3.0
Performance Indicators: Leading Change- Standard 3	3.0