



**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

READING M.ED.

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/1q5UB5ZfzV3whBqYj3oCFPiPxTj6tiLFNy_FVLmqKpec/viewform?usp=send_form

2014-2015 Goals	Progress	Further Action	Data Used to Inform Responses	Strategic Imperative
Increase our student numbers by 15%				Unable to figure out which columns have goals, and strategic imperatives don't match goals
Increase our program completers by 50%				
Increase the number of males in our program by 25%				

Program Admissions/Production Information

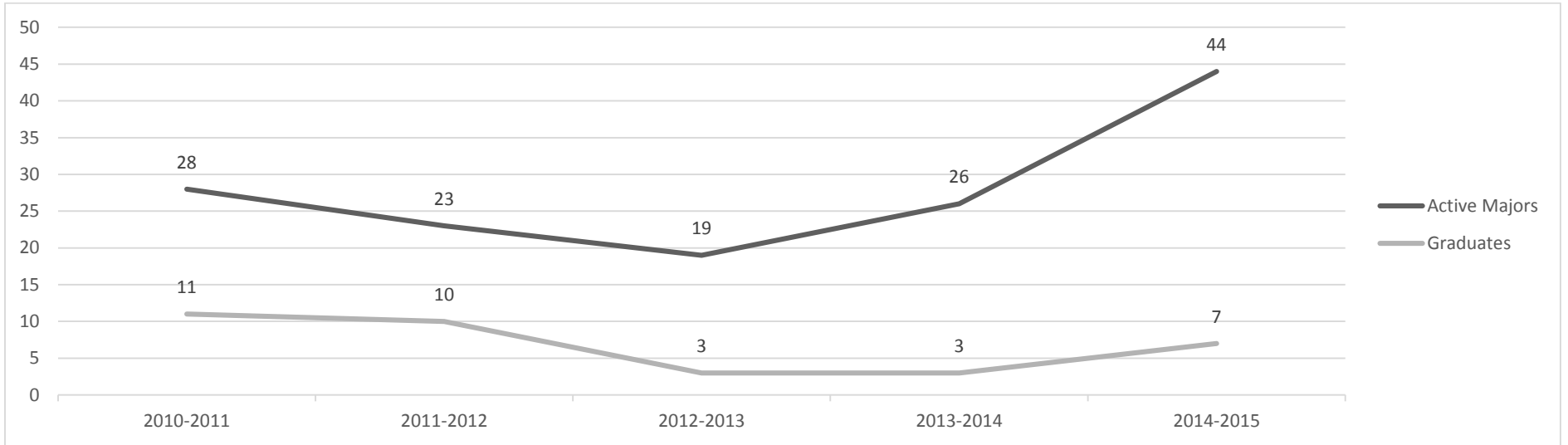
Percentage of Completed Rubrics in Tk20

Type of Assignment	Number of Assignments Submitted by Students	Number of Rubrics Scored by Faculty	Percent of Rubrics Scored by Faculty
Course-Based Assignments	53	39	74%

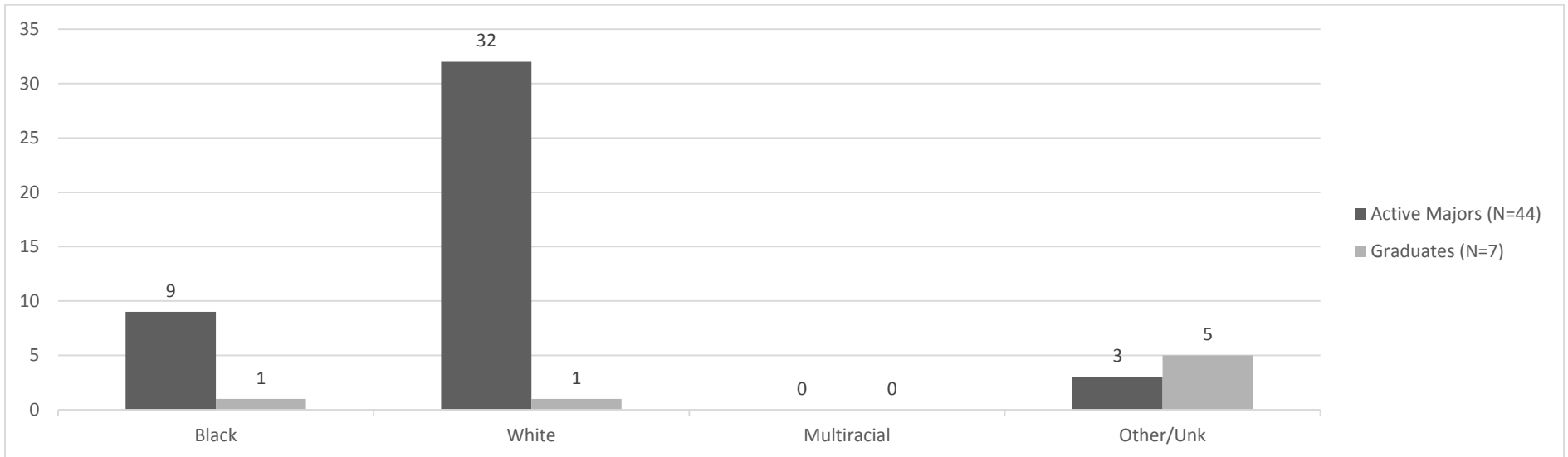
Admissions and Active Majors

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
1	5	10	44	TBA

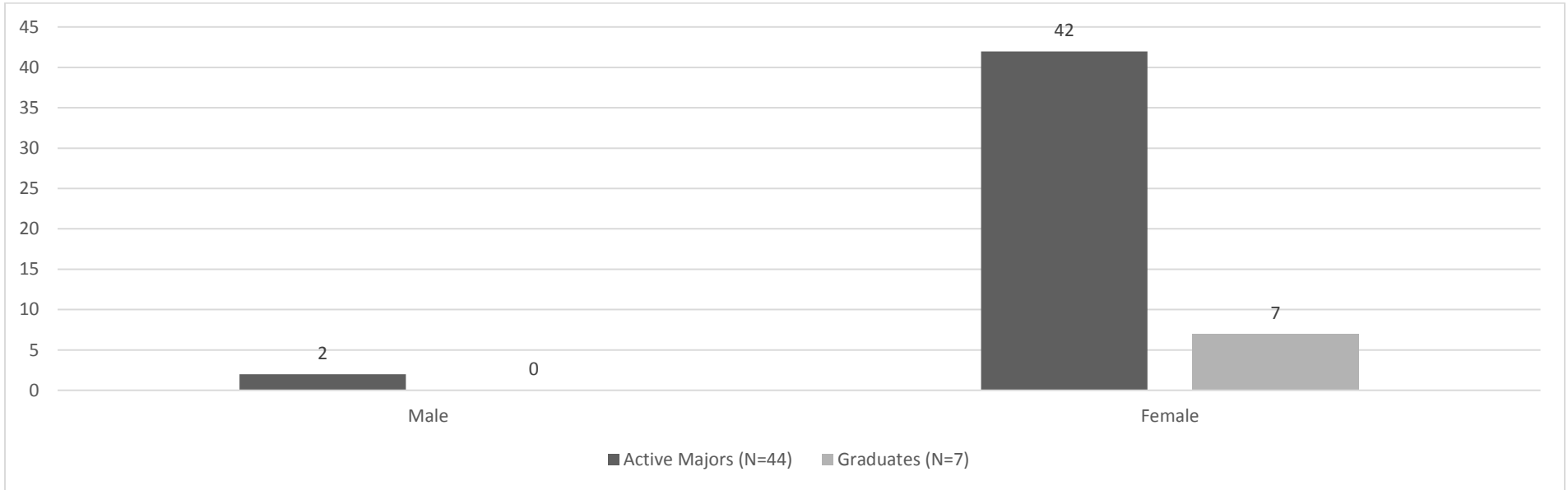
Active Major & Graduate Trend Data



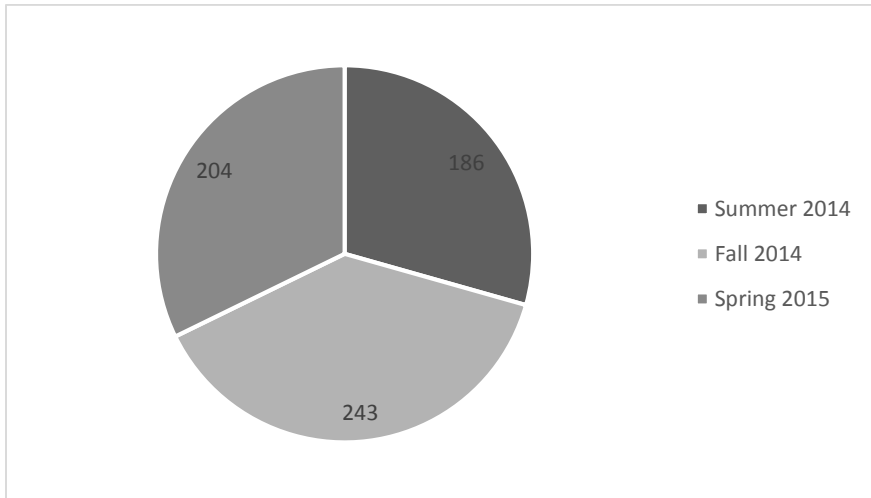
Race- Active Majors and Graduates



Gender- Active Majors and Graduates



Credit Hour Production- All READ Graduate Courses (N=633)



Progression to Graduation Data

	% Graduated in 2 Years	% Graduated in 3-4 Years	No Graduation: Still Enrolled	No Graduation: No Longer Active	Graduated with Diff Major
Summer 2010 Cohort (N=5)	40%	20%	0	40%	0
	% Graduated in 2 Years or less	% Graduated in 3-4 Years	No Graduation: Still Enrolled	No Graduation: No Longer Active	Graduated with Diff Major
Fall 2012 Cohort (N=9)	22%	12%	22%	22%	22%
	% Graduated in 2 Years or less	% Graduated in 3-4 Years	No Graduation: Still Enrolled	No Graduation: No Longer Active	Graduated with Diff Major
Fall 2013 Cohort (N=3)	67%	0	33%	0	0

Admission Cohort Race/Gender

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

Learning Outcome Report

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

Case Study Rubric assessed in READ 7263	
<ul style="list-style-type: none"> ➤ Outcome 1: IRA 1 Candidates understand the theoretical foundations of reading and writing processes and instruction ➤ Outcome 2: IRA 2 Candidates use instructional approaches, materials, and an integrated curriculum to support student learning in reading and writing ➤ Outcome 3: IRA 3 Candidates use various assessment tools and practices to plan and evaluate effective literacy instruction ➤ Outcome 5: IRA 5 Candidates create a literate environment 	
Rubric Criteria	2014-2015 (N=13)
Demonstrates a skilled use of a variety of assessment and instructional resources, processes and results.	4.00
Demonstrates the ability to analyze data and communicate findings and implications with at least 5 recommendations to appropriate audiences.	3.80
Creates a student learning environment impacted by positive teacher dispositions/ethics.	4.00
Understands the theoretical evidence-based foundations of reading and writing processes and instruction.	3.80
Uses instructional approaches and material to plan and support student reading and writing.	3.90
Case study thoroughly explains reading levels (independent, instructional, frustration)	4.00
Case study clearly explains tutee's strengths and needs, academic and personal goals, and strategies.	4.00

In-Service Project Rubric assessed in READ 7201	
<ul style="list-style-type: none"> ➤ Outcome 1: IRA 1 Candidates understand the theoretical foundations of reading and writing processes and instruction ➤ Outcome 2: IRA 2 Candidates use instructional approaches, materials, and an integrated curriculum to support student learning in reading and writing ➤ Outcome 3: IRA 3 Candidates use various assessment tools and practices to plan and evaluate effective literacy instruction ➤ Outcome 4: IRA 4 Candidates engage students in literacy practices that value differences in our society ➤ Outcome 5: IRA 5 Candidates create a literate environment ➤ Outcome 6: IRA 6 Candidates demonstrate and facilitate professional learning and leadership 	
Rubric Criteria	2014-2015 (N=0)
Information Presented	**10 assignments have been turned in, but none has been assessed**
Data Analysis	
Strategy 1	
Strategy 2	
Strategy 3	

Utilization of Presentation tools (uses images, videos, notation and other tools)	
Spelling and Grammar	
Voice and Professionalism	
Sources Cited Properly	

Literacy Project Rubric assessed in READ 7262	
<ul style="list-style-type: none"> ➤ Outcome 1: IRA 1 Candidates understand the theoretical foundations of reading and writing processes and instruction ➤ Outcome 2: IRA 2 Candidates use instructional approaches, materials, and an integrated curriculum to support student learning in reading and writing ➤ Outcome 3: IRA 3 Candidates use various assessment tools and practices to plan and evaluate effective literacy instruction ➤ Outcome 4: IRA 4 Candidates engage students in literacy practices that value differences in our society ➤ Outcome 5: IRA 5 Candidates create a literate environment 	
Rubric Criteria	2014-2015 (N=5)
Presentation Indicates the Trend Relevance	4.00
Presentation Includes Article Critiques with References	4.00
Presentation Includes Pros and Cons of the Literacy Trend/Issue	4.00
Presentation Includes National and International Views for Teaching the Trend	4.00
Presentation Includes Differentiation of Instruction to Promote Learning	4.00
Presentation Includes Current Reading and Writing Strategies Related to the Trend	4.00
Presentation Includes Innovative Technology for Teaching the Trend	4.00
Presentation is Presented as a Video Tutorial for Teachers	4.00
Presentation Ends with an Inspiring Thought to Provoke Additional Research by the Audience	4.00
Presentation Includes References and Engaging Internet Resources	4.00

Tutoring Plan Rubric assessed in READ 7263	
<ul style="list-style-type: none"> ➤ Outcome 1: IRA 1 Candidates understand the theoretical foundations of reading and writing processes and instruction ➤ Outcome 2: IRA 2 Candidates use instructional approaches, materials, and an integrated curriculum to support student learning in reading and writing ➤ Outcome 3: IRA 3 Candidates use various assessment tools and practices to plan and evaluate effective literacy instruction ➤ Outcome 4: IRA 4 Candidates engage students in literacy practices that value differences in our society ➤ Outcome 5: IRA 5 Candidates create a literate environment 	
Rubric Criteria	2014-2015 (N=13)
Criterion 1	3.82
Criterion 2	4.00

Research Paper Rubric assessed in READ 7271	
<ul style="list-style-type: none"> ➤ Outcome 1: IRA 1 Candidates understand the theoretical foundations of reading and writing processes and instruction ➤ Outcome 2: IRA 2 Candidates use instructional approaches, materials, and an integrated curriculum to support student learning in reading and writing 	
Rubric Criteria	2014-2015 (N=8)
Thesis selection and integration of Knowledge	4.00
Literature Review	3.86
Reading Theory, related learning theory, and application of theory to research based classroom best practices	4.00
Topic Focus	4.00
Depth of Discussion	4.00
Sources	4.00
Citations	3.86