



**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

SCHOOL LIBRARY MEDIA ED.S.

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

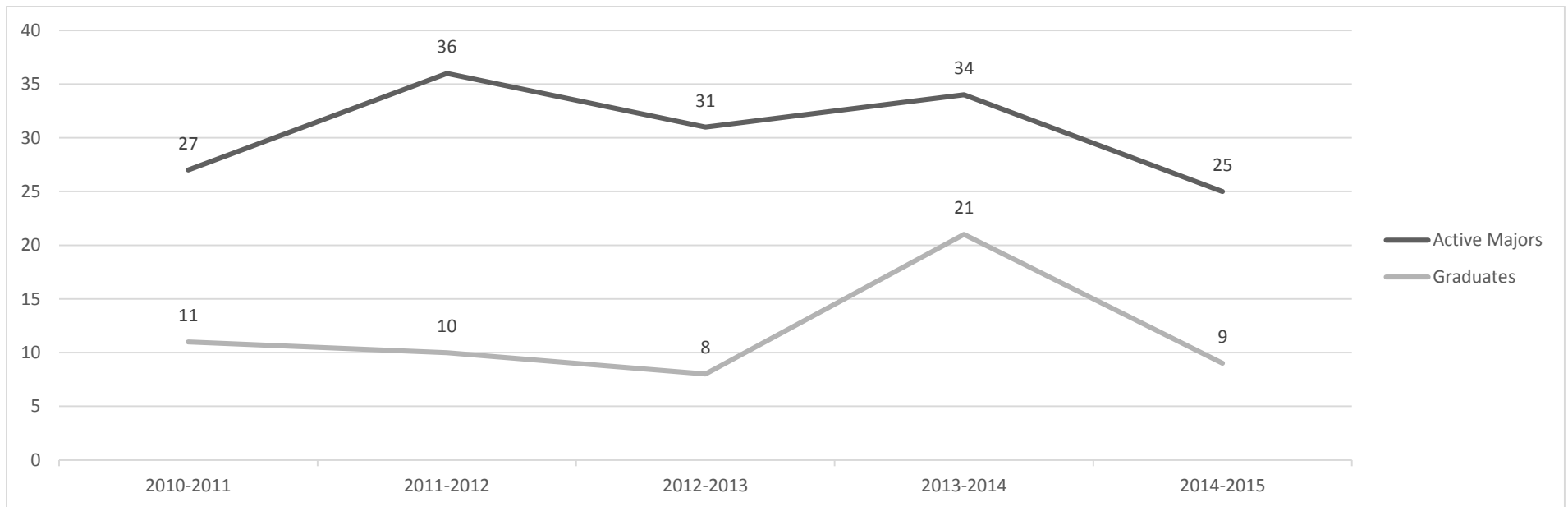
2014-2015 Goals	Progress	Further Action	Data Used to Inform Responses	Strategic Imperative
To establish a statewide consortium for school library media programs, including representation from University System institutions, k-12 school districts, Department of Education, and the Georgia Library Media Association				Successful Partnerships
Increase collaboration between SLM and IT faculty				Operational Success
To increase program viability and visibility				Academic Success

Program Admissions/Production Information

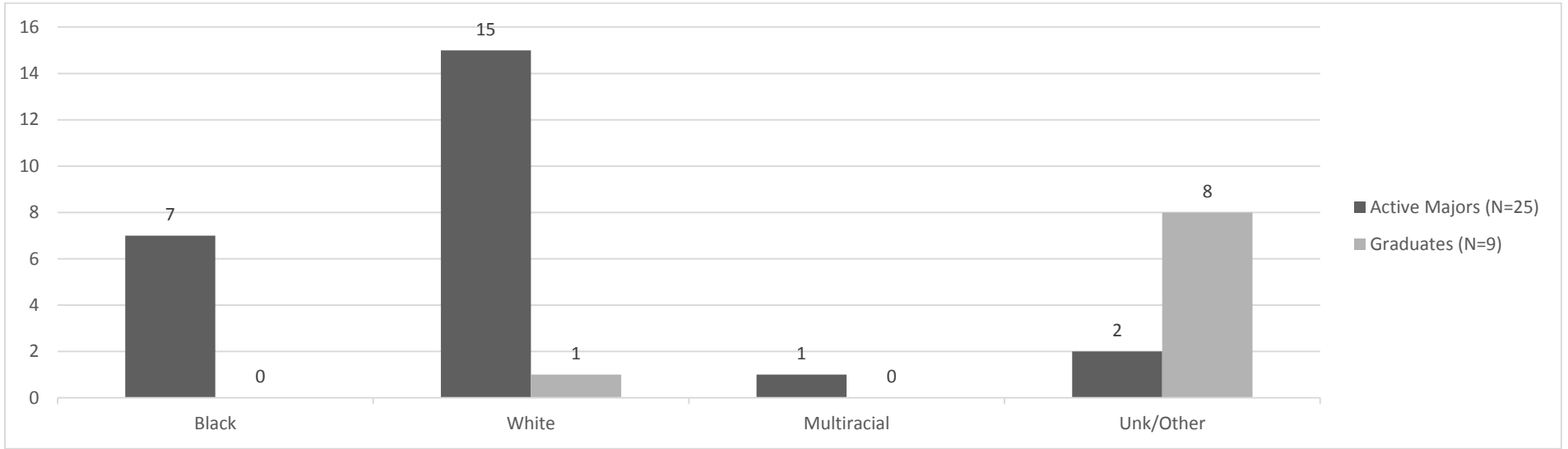
Admissions and Active Majors

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
2	2	9	25	TBA

Active Major & Graduate Trend Data



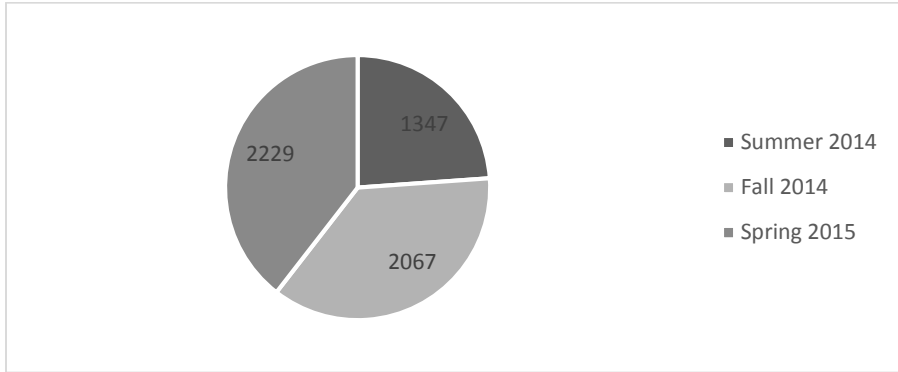
Race: 2014-2015 Active Majors and Graduates



Gender- Active Majors and Graduates



Credit Hour Production- All MEDT Graduate Courses (N=5643)



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
Fall 2010 Cohort (N=4)	75%	25%	0	0	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=6)	83%	17%	0	0	0
	% Graduated in 2 Years or less	% Graduated in 3 Years	No Graduation: Still Enrolled	No Graduation: No Longer Active	Graduated with Diff Major
Fall 2013 Cohort (N=4)	100%	0	0	0	0

Admission Cohort Race/Gender

Cohort	Male	Female	Black	White	Multiracial	Unknown or Other Race
Summer 2010	1	3	1	3	0	0
Fall 2012	0	6	0	4	0	2
Fall 2013	0	4	0	0	0	4

Learning Outcome Report

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

SLM Impact on Learning Rubric assessed in SLM Portfolio	
➤ Outcome 2 Candidates develop, implement, and evaluate learning opportunities for all students	
Rubric Criteria	2014-2015 (N=7)
Design for Instruction and Assessment	3.71
Analysis of Student Learning	3.43
Reflection on Student Learning	3.86

SLM Ed.S. Dispositions Rubric- First Semester assessed in SLM Portfolio	
➤ Outcome 3 Candidates demonstrate professional dispositions and ethics	
Rubric Criteria	2014-2015 (N=4)
Professionalism: Punctuality	3.25
Professionalism: Preparation	3.0
Professionalism: Professional Demeanor	3.0
Professionalism: Responsive and Adaptive	3.5
Professionalism: Ethical and Honest	3.0
Communication: Verbal Communication	3.25
Communication: Written Communication	3.25
Belief that All can Learn: Respects Individual Differences	3.0

Fairness: Equity in All Settings	3.0
Collaboration: Interactions with Others	2.75

SLM Ed.S. Dispositions Rubric- Last Semester assessed in SLM Portfolio	
➤ Outcome 3 Candidates demonstrate professional dispositions and ethics	
Rubric Criteria	2014-2015 (N=4)
Professionalism: Punctuality	3.75
Professionalism: Preparation	3.5
Professionalism: Professional Demeanor	3.5
Professionalism: Responsive and Adaptive	4.0
Professionalism: Ethical and Honest	3.5
Communication: Verbal Communication	3.25
Communication: Written Communication	3.5
Belief that All can Learn: Respects Individual Differences	3.5
Fairness: Equity in All Settings	3.25
Collaboration: Interactions with Others	3.75

SLM Ed.S. Professional Practice Rubric assessed in SLM Portfolio	
➤ Outcome 4 Candidates demonstrate ability to serve needs of diverse populations including special needs	
Rubric Criteria	2014-2015 (N=5)
Reflection	3.6
Professional Activities Checklist	3.4
School Data Forms	3.8

SLM Ed.S. Exit Presentation Rubric assessed in SLM Portfolio	
<ul style="list-style-type: none"> ➤ Outcome 1 Candidates demonstrate content, pedagogical, and professional knowledge and skills ➤ Outcome 2 Candidates develop, implement, and evaluate learning opportunities for all students ➤ Outcome 3 Candidates demonstrate professional dispositions and ethics ➤ Outcome 4 Candidates demonstrate ability to serve needs of diverse populations including special needs 	
Rubric Criteria	2014-2015 (N=6)
Candidates demonstrate content, pedagogical, and professional knowledge and skills	3.67
Candidates develop, implement, and evaluate learning opportunities for all students	3.33
Candidates demonstrate professional dispositions and ethics	3.5
Candidates demonstrate ability to serve needs of diverse populations including special needs	3.33