



**PREPARING
EXEMPLARY
PRACTITIONERS**

FIELD-BASED
INQUIRY
PROFESSIONAL
EXCELLENCE
BETTERMENT
OF SOCIETY

Adaptive • Proactive • Decisive • Leading • Reflective • Inquisitive
Knowledgeable • Collaborative • Empathetic • Culturally Sensitive

DATA PROGRAM REPORT

Ed.S. SPECIAL EDUCATION

THE UNIVERSITY OF WEST GEORGIA

SUMMER 2018 | FALL 2018 | SPRING 2019

PROGRESS OF GOALS FOR AY 2018-2019 AND NEW GOALS FOR AY 2019-2020

Directions: Review 2018-2019 goals found in this annual report. Record your progress for 2018-2019 goals and consider the results of your efforts as you plan for 2019-2020.

- Record your progress for 2018-2019, click here (BLUE form) <https://forms.gle/sziVrB81v29NNK9B9>
- Record NEW 2019-2020 goals, click here (RED form): <https://forms.gle/gLcwPo6RYSbjMZeT8>

Special Education, Ed.S. SMART	STRATEGY(IES) YOUR PROGRAM WILL USE TO ACHIEVE THIS GOAL	PROGRESS	DATA USED TO INFORM RESPONSES	STRATEGIC IMPERATIVE	PLANS TO GROW PROGRAM	DISTICTIVE FEATURES
On the curriculum design project submitted in SPED 8771, 100% of Ed.S. students in special education will demonstrate their ability to use curricular content knowledge to improve programs and services at classroom, school, community, and system levels by increasing scores from 3.35 to 3.5 (out of 4) on the theory to practice section of the rubric by fall 2019. This goal aligns with student learning outcomes in CEC Advanced Standard 2..	Strategies to improve student learning for this goal is for students to provide additional peer feedback to one another. Steps include: 1) Prior to submission of the Theory to Practice paper, students will first share their preliminary thoughts and ideas with the class via discussion board tool. Next, they will share the first draft of their paper to an assigned classmate for peer-to-peer feedback. CIA will follow up with program faculty/instructors to help maintain focus on student learning outcomes at least once per semester.		SPED 8771 Curriculum Design Project, Theory to Practice section of the rubric.	Student Success		
On the SPED 8771 curriculum design project, 100% of Ed.S. students in special education will demonstrate their ability to facilitate the continuous improvement of programs and services at the classroom, school, and system levels by increasing scores from an overall mean of 3.375 to 3.6 (out of 4) on the curriculum design project by fall 2019. This goal aligns with student learning outcomes in CEC Advanced Standard 3. On the final research project in SPED 8784, Ed.S. students will increase the average score on the results portion of the rubric from a 3.52 to a 3.6. Currently, only 69.7% of students score exemplary in the results section of the rubric for 2016-2017.	Strategies to improve student learning for this goal will include the following: 1) instructors will provide exemplar projects from previous in order to improve understanding of the project requirements; 2) students will be given instructor feedback after completing each section of project; 3) students will be given peer-to-peer feedback opportunities after completion of the first draft of the project; 4) instructors will provide examples on how the project can be implemented in schools in order to improve student buy-in, engagement, and motivation of the project; 5) students will share how they might implement the project on the discussion board. CIA will follow up with program faculty/instructors to help maintain focus on student learning outcomes at least once per semester.		SPED 8771 Curriculum Design Project, Overall Mean on the Rubric	Student Success	Implement the graduate school social media campaign started in spring 2018, keep active Facebook page, market to local schools, market to SLPs in schools across the region.	Fully Online, Flexible, Faculty Advisors, 8-week sessions

SPED 7704 SPECIAL EDUCATION LEADERSHIP PLAN PROJECT RUBRIC

Term	Course Number	Course Title	Section	Course Work Due date	Course Work Name	Assessment Tool (s)	Number of students that received this coursework	Number of students who have submitted this coursework	Number of students who have not submitted this coursework	Number of students who have been assessed for this coursework
Spring Semester 2019	SPED 7704	Ldrshp & Adm Spec Edu Prgm	E01	2019-04-29	SPED 7704 Leadership Plan Project Spring 2019	SPED 7704 Special Education Leadership Plan Project Rubric	29	29	0	29
Spring Semester 2019	SPED 7704	Ldrshp & Adm Spec Edu Prgm	E02	2019-04-29	SPED 7704 Leadership Plan Project Spring 2019	SPED 7704 Special Education Leadership Plan Project Rubric	29	27	2	26

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : SPED 7704 Special Education Leadership Plan Project Rubric

SPED 7704 SPECIAL EDUCATION LEADERSHIP PLAN PROJECT RUBRIC

SPED 7704 Special Education Leadership Plan Project Rubric	# Failing UNACCEPTABLE	% Failing UNACCEPTABLE	# Failing DEVELOPING	% Failing DEVELOPING	# Passing PROFICIENT	% Passing PROFICIENT	# Passing EXEMPLARY	% Passing EXEMPLARY	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Comprehensive description of an emerging, current legal, regulatory and/or ethical issue affecting education and its relationship to leadership in special education.	0	0%	0	0%	0	0%	55	100%	0	0%	55	20	20	20	0
Conclusion and synthesis of information found in the paper relate to emerging, current legal, regulatory and/or ethical issues affecting education and its relationship to leadership in special education.	0	0%	0	0%	0	0%	55	100%	0	0%	55	20	20	20	0
Spelling, grammar, mechanics and use of graduate level language.	0	0%	0	0%	0	0%	55	100%	0	0%	55	20	20	20	0
APA	0	0%	0	0%	1	1.82%	54	98.18%	0	0%	55	19.91	20	20	0.67
Quality of research, appropriate references used, length of paper	0	0%	1	1.85%	0	0%	53	98.15%	1	1.82%	54	19.81	20	20	1.35
Total/Percentage	0	0%	1	0.36%	1	0.36%	272	99.27%	1	0.36%	274				

SPED 8771 CURRICULUM DESIGN PROJECT RUBRIC

Term	Course Number	Course Title	Section	Course Work Due date	Course Work Name	Assessment Tool (s)	Number of students that received this coursework	Number of students who have submitted this coursework	Number of students who have not submitted this coursework	Number of students who have been assessed for this coursework
Fall Semester 2018	SPED 8771	Curriculum Design & Implement	E01	2018-12-07	SPED 8771 Curriculum Design Project Fall 2018	SPED 8771 Curriculum Design Project Rubric 5.29.18	11	11	0	11
Summer Semester 2018	SPED 8771	Curriculum Design & Implement	E01	2018-07-20	SPED 8771 Curriculum Design Project Summer 2018	SPED 8771 Curriculum Design Project Rubric 5.29.18	24	24	0	24
Summer Semester 2018	SPED 8771	Curriculum Design & Implement	E02	2018-07-20	SPED 8771 Curriculum Design Project Summer 2018	SPED 8771 Curriculum Design Project Rubric 5.29.18	21	20	1	20

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : SPED 8771 Curriculum Design Project Rubric 5.29.18

SPED 8771 Curriculum Design Project Rubric 5.29.18

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Literature Review	1	1.82%	1	1.82%	13	23.64%	40	72.73%	0	0%	55	3.67	4	4	0.6
Theory to Practice	0	0%	0	0%	13	23.64%	42	76.36%	0	0%	55	3.76	4	4	0.42
Graphic Organizer	0	0%	0	0%	9	16.36%	46	83.64%	0	0%	55	3.84	4	4	0.37
Collaborative Implementation	0	0%	0	0%	7	12.73%	48	87.27%	0	0%	55	3.87	4	4	0.33
Total/Percentage	1	0.45%	1	0.45%	42	19.09%	176	80%	0	0%	220				

SPED 8784 RESEARCH PROJECT PAPER RUBRIC

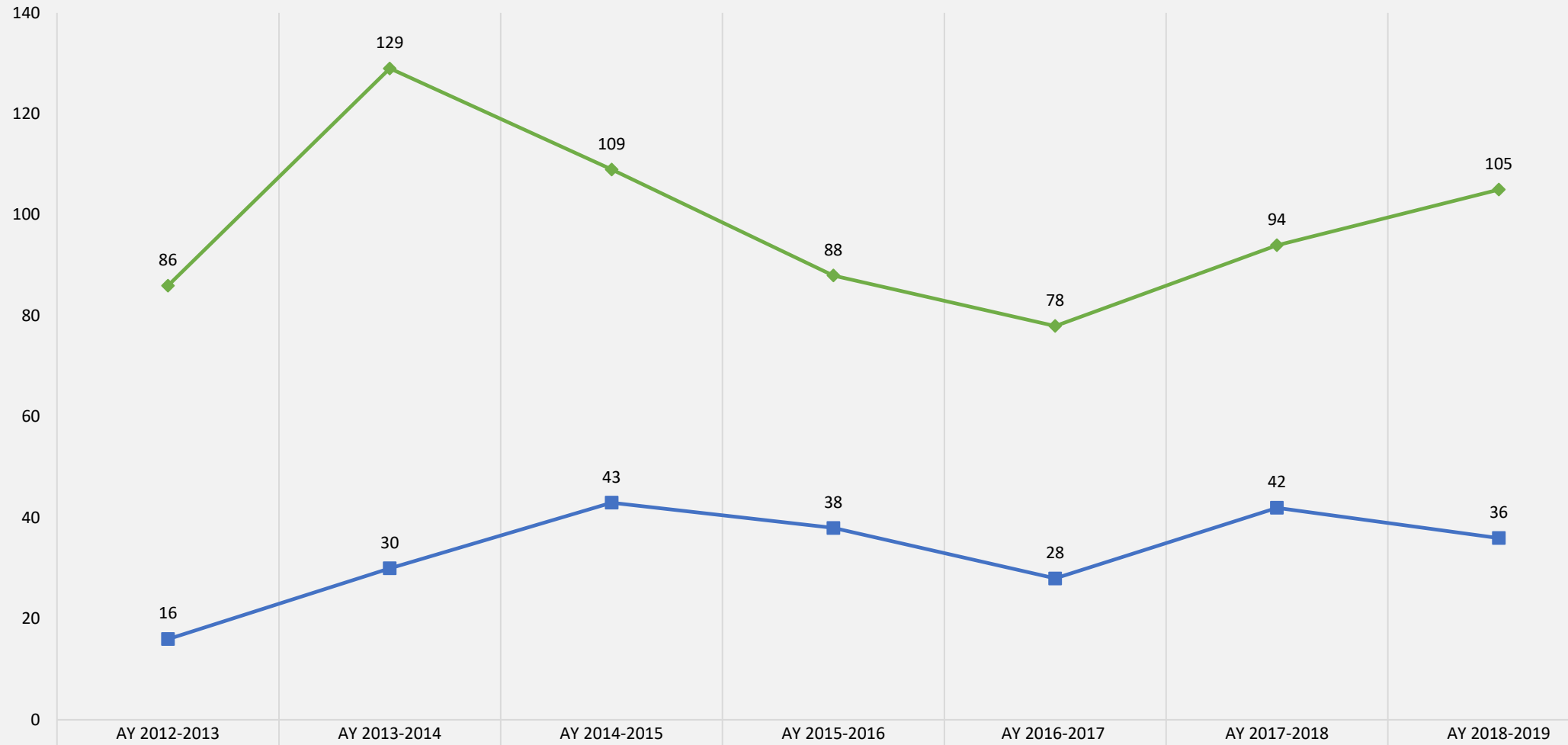
Term	Course Number	Course Title	Section	Course Work Due date	Course Work Name	Assessment Tool (s)	Number of students that received this coursework	Number of students who have submitted this coursework	Number of students who have not submitted this coursework	Number of students who have been assessed for this coursework
Spring Semester 2019	SPED 8784	Research Seminar	E01	2019-04-29	SPED 8784 Research Paper Spring 2019	SPED 8784 Research Project Paper Rubric	29	29	0	29
Spring Semester 2019	SPED 8784	Research Seminar	E02	2019-04-29	SPED 8784 Research Paper Spring 2019	SPED 8784 Research Project Paper Rubric	28	28	0	28

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : SPED 8784 Research Project Paper Rubric

Rubric															
Rubric	# Unacceptable (0 points)	% Unacceptable (0 points)	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Title Page	0	0%	0	0%	1	1.75%	56	98.25%	0	0%	57	3.98	4	4	0.13
Abstract	0	0%	0	0%	5	8.77%	52	91.23%	0	0%	57	3.91	4	4	0.28
Introduction/ Statement of Problem	3	5.26%	12	21.05%	23	40.35%	19	33.33%	0	0%	57	3.02	3	3	0.87
Review of the Literature	0	0%	0	0%	23	40.35%	34	59.65%	0	0%	57	3.6	4	4	0.49
Methodology	0	0%	1	1.75%	15	26.32%	41	71.93%	0	0%	57	3.7	4	4	0.49
Results	0	0%	3	5.26%	19	33.33%	35	61.4%	0	0%	57	3.56	4	4	0.59
Discussion	0	0%	2	3.51%	16	28.07%	39	68.42%	0	0%	57	3.65	4	4	0.55
APA style --refer to instructor expectations	1	1.75%	7	12.28%	16	28.07%	33	57.89%	0	0%	57	3.42	4	4	0.77
References and Citations	0	0%	6	10.53%	12	21.05%	39	68.42%	0	0%	57	3.58	4	4	0.67
Language, Grammar, Punctuation, Spelling & Sentence Structure	0	0%	2	3.64%	18	32.73%	35	63.64%	2	3.51%	55	3.6	4	4	0.56
Total/Percentage	4	0.7%	33	5.81%	148	26.06%	383	67.43%	2	0.35%	568				

ENROLLMENT AND GRADUATION

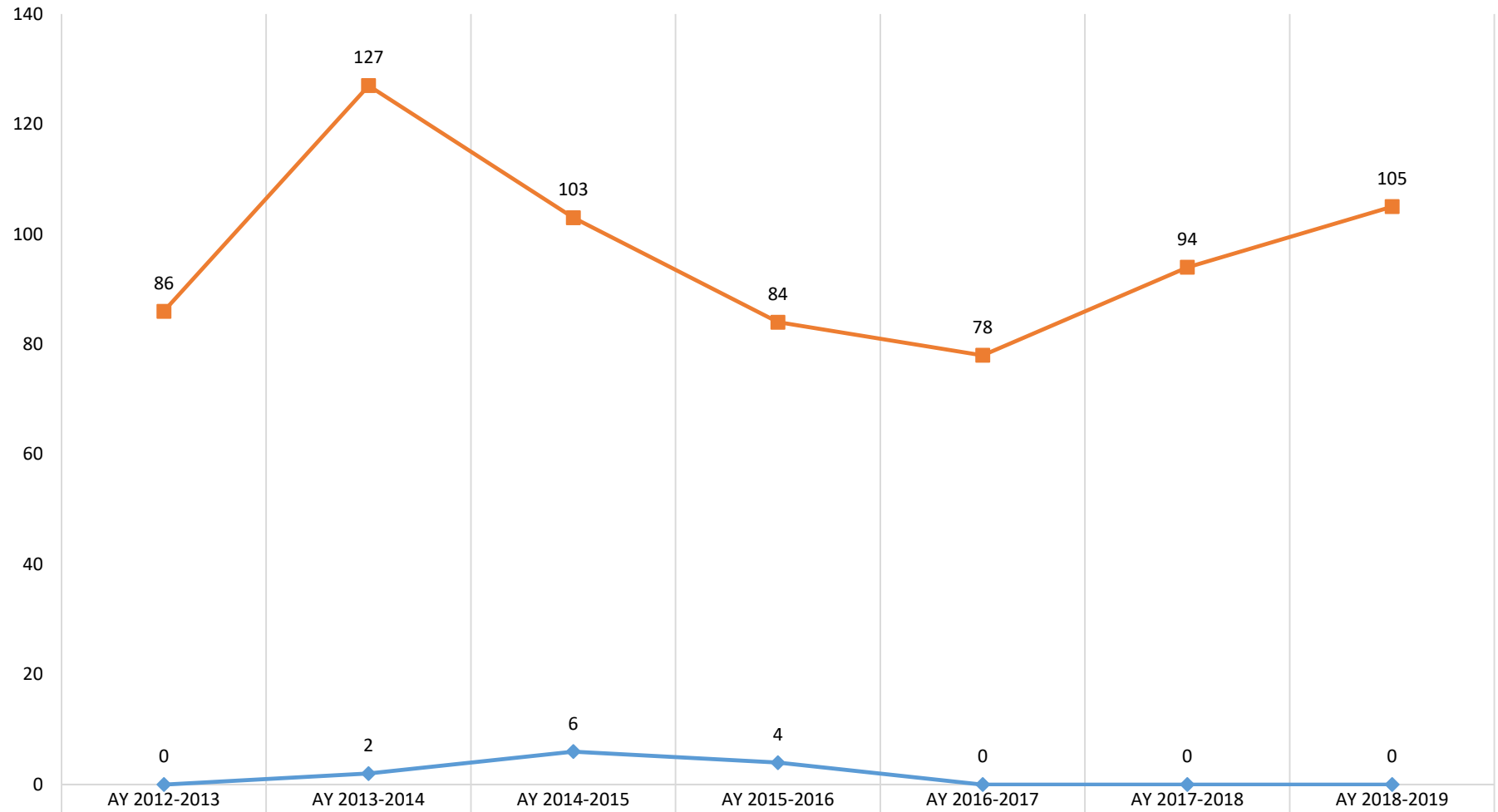
ED.S. IN SPECIAL EDUCATION ENROLLMENT AND GRADUATION DATA TRENDS



ENROLLED	86	129	109	88	78	94	105
GRADUATES	16	30	43	38	28	42	36

ENROLLMENT

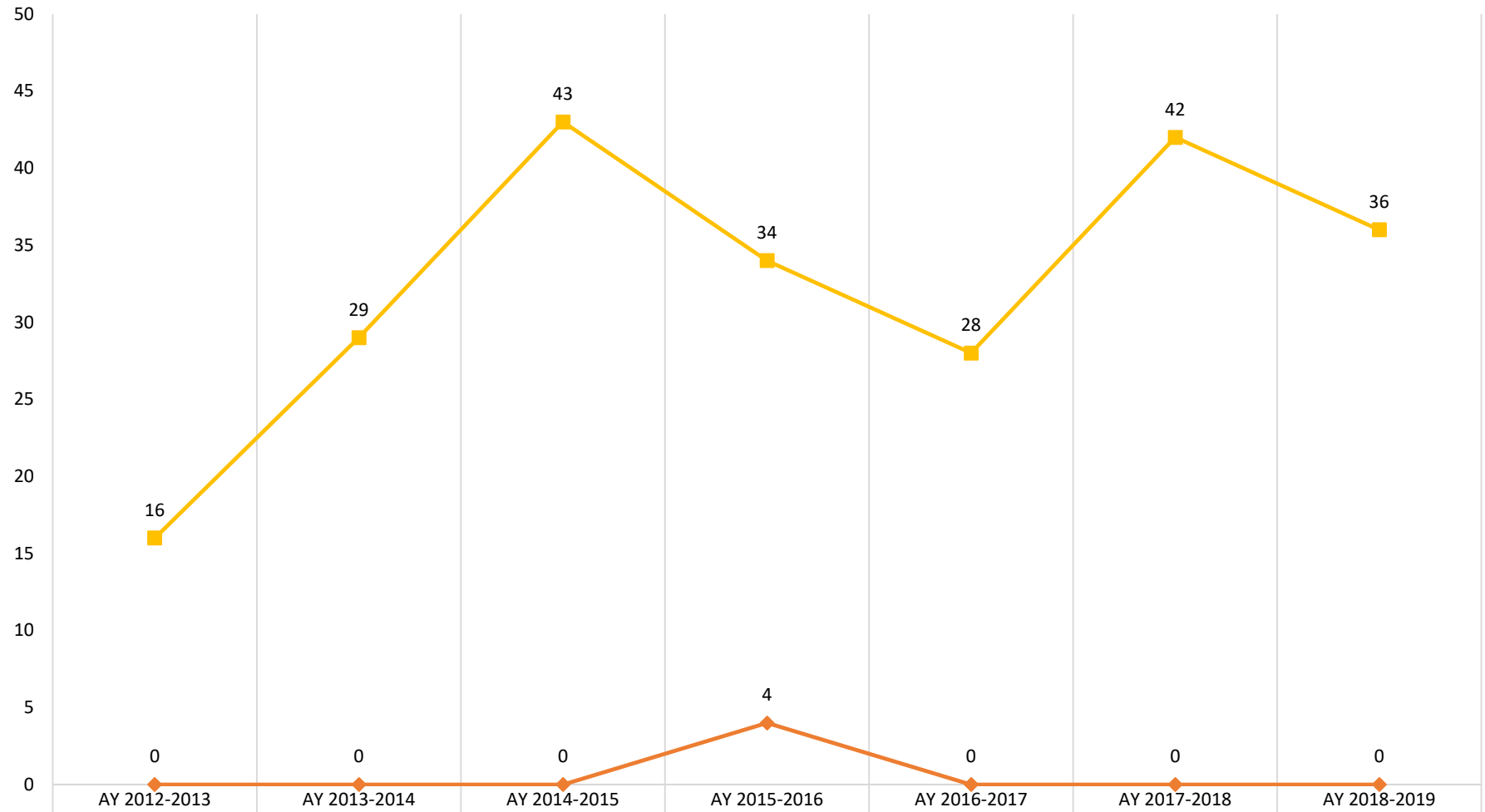
ENROLLMENT TRENDS FOR ED.S. IN SPECIAL EDUCATION



Ed.S. Special Education Curriculum Specialist	0	2	6	4	0	0	0
Ed.S. Special Education	86	127	103	84	78	94	105

GRADUATION

GRADUATION TRENDS FOR ED.S. IN SPECIAL EDUCATION



Ed.S. Special Education Curriculum Specialist

Ed.S. Special Education

AY 2012-2013

AY 2013-2014

AY 2014-2015

AY 2015-2016

AY 2016-2017

AY 2017-2018

AY 2018-2019

0

0

0

4

0

0

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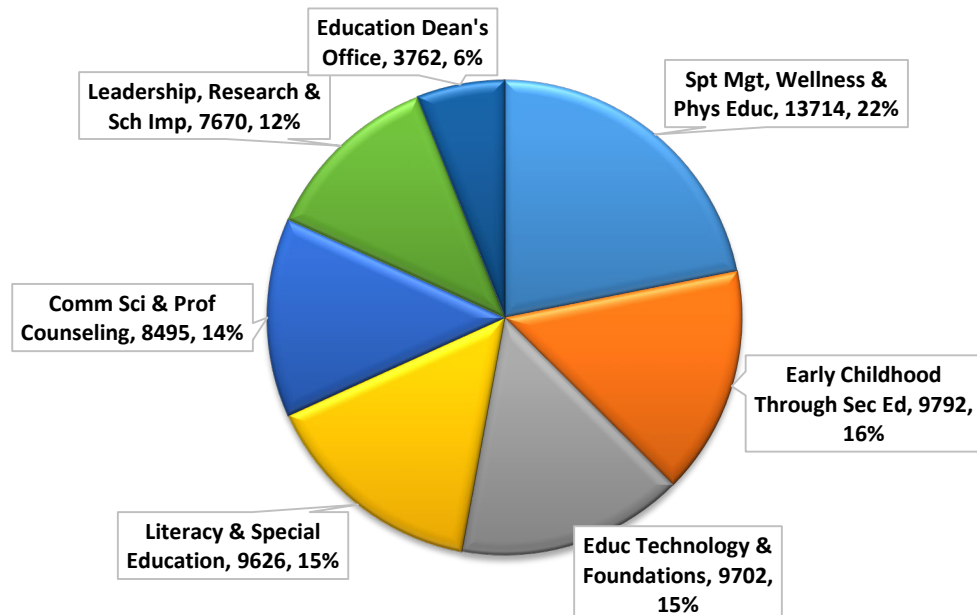
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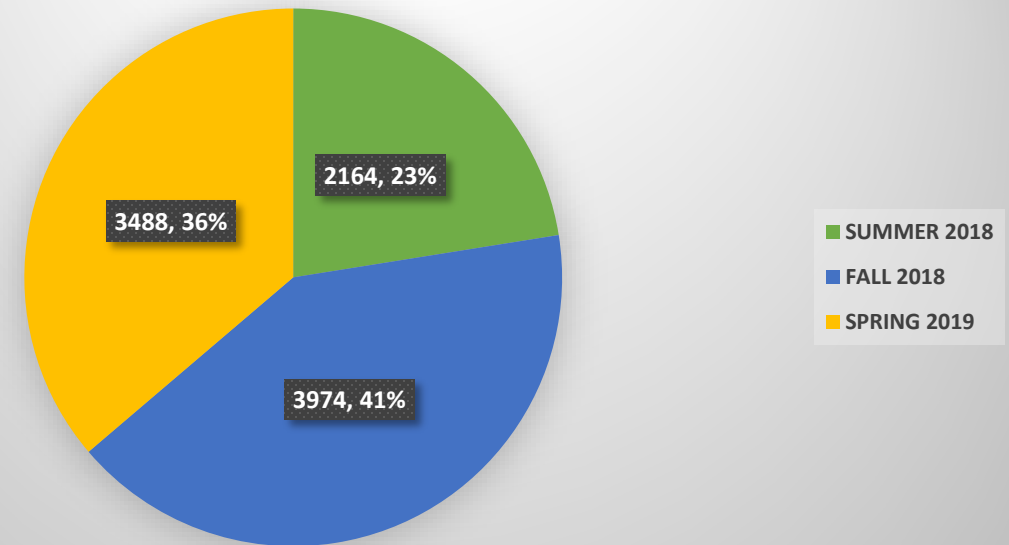
CREDIT HOUR PRODUCTION

TERM	SUMMER 2018				FALL 2018				SPRING 2019				Total by ROWS		
DEPT	ENRL	MAX_ENRL	FILL_RATE	CRED_HRS	ENRL	MAX_ENRL	FILL_RATE	CRED_HRS	ENRL	MAX_ENRL	FILL_RATE	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS
Spt Mgt, Wellness & Phys Educ	624	816	76%	1798	2252	2350	96%	5630	2345	2342	100%	6286	5221	5508	13714
Early Childhood Through Sec Ed	654	700	93%	1953	1498	2254	66%	3884	1448	1838	79%	3955	3600	4792	9792
Educ Technology & Foundations	946	1025	92%	2838	1172	1252	94%	3516	1116	1270	88%	3348	3234	3547	9702
Literacy & Special Education	747	1095	68%	2164	1318	1811	73%	3974	1169	1586	74%	3488	3234	4492	9626
Comm Sci & Prof Counseling	579	827	70%	1818	1119	1451	77%	3431	1062	1357	78%	3246	2760	3635	8495
Leadership, Research & Sch Imp	880	1129	78%	2571	869	1139	76%	2524	883	1100	80%	2575	2632	3368	7670
Education Dean's Office	183	225	81%	549	556	570	97%	1668	515	530	97%	1545	1254	1325	3762
Total by COLUMNS	4613	5817		13691	8784	10827		24627	8538	10023		24443	21935	26667	62761

CREDIT HOUR PRODUCTION FOR COLLEGE OF EDUCATION FOR AY 18-19
BY DEPARTMENT



CREDIT HOUR PRODUCTION FOR LITERACY & SPECIAL
EDUCATION BY TERM



CREDIT HOUR PRODUCTION

TERM	SUMMER 2018			FALL 2018			SPRING 2019			TOTAL		
SUBJ	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS
SPED	530	815	1513	964	1295	2912	885	1185	2644	2379	3295	7069
READ	217	280	651	340	486	1020	265	371	787	822	1137	2458
PTED	0	0	0	14	30	42	19	30	57	33	60	99
TOTAL	747	1095	2164	1318	1811	3974	1169	1586	3488	3234	4492	9626

TOTAL CREDIT HOUR PRODUCTION BY SUBJECT FOR AY 2018-2019

