



**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. EARLY CHILDHOOD 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>

Early Childhood 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
<p>Program faculty will design and implement one new Key Program Assessment to better measure students' knowledge and skills prior to the culminating oral exam. This will allow for remediation as needed and will reduce the % of students scoring as "emerging" on the oral examination by at least 2%. The new Key Program Assessment will be developed by faculty by March 15, 2019 and administered to students in Summer and/or Fall 2019.</p>	<p>Program faculty will review most recent scores from the oral exam to determine areas for growth. Faculty will then identify a course in which the Key Program Assessment will be embedded and work together to create the assessment. The new assessment will be sent to the Tk20 Administrator in time for deployment in the correct semester.</p>		<p>We currently have 2 benchmark assessments in the sequence prior to the oral exam; a third will increase our ability to triangulate our data.</p> <p>In 2017-2018, data from the oral examination were:</p> <p>Exemplary: 59.96%</p> <p>Proficient: 36.31%</p>	Student Success	<p>Advertise the program at professional conferences. Reach students in other states and countries. Explore opportunities for recruitment of end of degree undergraduates in other departments (e.g., English and Psychology) at UWG.</p>	<p>100% online, affordability, faculty expertise. All faculty with terminal degrees. Diversity of faculty.</p>
<p>Program faculty will develop a new course (History of Early Childhood/Elementary Education) and teach the course as a special topics course at least once by September 1, 2019 as the course moves through the approval process to be added as an official course.</p>	<p>Dr. Morris will lead the charge to develop the new course with input from program faculty.</p>		<p>The enrollment in this program increased from 27 in 2015-2016 to 49 in 2016-2017 to 120 in 2017-2018. With the current number of faculty and courses, we are unable to provide enough seats for these students each semester. We anticipate that our numbers will continue to increase as the program gains even more recognition as an excellent experience and value for the students.</p>	Academic Success		

ECED 8271 HIDDEN CURRICULUM RUBRIC

Term	Course Number	Course Title	Section	Course Work Due date	Course Work Name	Course Work Type	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	ECED 8271	Advanced Curriculum Seminar	E01	2018-12-15	ECED 8271 Hidden Curriculum Fall 2018	Assignment	ECED 8271 Hidden Curriculum Rubric 9.15.15	35	27	8	0
Fall Semester 2018	ECED 8271	Advanced Curriculum Seminar	E02	2018-12-15	ECED 8271 Hidden Curriculum Fall 2018	Assignment	ECED 8271 Hidden Curriculum Rubric 9.15.15	33	26	7	0
Fall Semester 2018	ECED 8271	Advanced Curriculum Seminar	E03	2018-12-15	ECED 8271 Hidden Curriculum Fall 2018	Assignment	ECED 8271 Hidden Curriculum Rubric 9.15.15	33	21	12	0

AGGREGATE DATA IS NOT AVAILABLE

ECED 8272 BULLYING ASSIGNMENT GRADING 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	ECED 8272	Teacher as Leader	E01	2019-04-15	ECED 8272 Teacher Advocacy Project Spring 2019	ECED 8272 Bullying Assignment Grading Rubric	40	40	0	40
Spring Semester 2019	ECED 8272	Teacher as Leader	E02	2019-04-15	ECED 8272 Teacher Advocacy Project Spring 2019	ECED 8272 Bullying Assignment Grading Rubric	38	37	1	37
Spring Semester 2019	ECED 8272	Teacher as Leader	E03	2019-04-15	ECED 8272 Teacher Advocacy Project Spring 2019	ECED 8272 Bullying Assignment Grading Rubric	37	35	2	34

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : ECED 8272 Bullying Assignment Grading Rubric

ECED 8272 Bullying Assignment Rubric

Rubric	# Unsatisfactory	% Unsatisfactory	# Emerging	% Emerging	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Resources	0	0%	0	0%	0	0%	111	100%	0	0%	111	4	4	4	0
Annotated Bibliography	0	0%	0	0%	0	0%	111	100%	0	0%	111	4	4	4	0
Describing Bullying	0	0%	0	0%	0	0%	111	100%	0	0%	111	4	4	4	0
Addressing Bullying	0	0%	0	0%	0	0%	111	100%	0	0%	111	4	4	4	0
Other Strategies	0	0%	0	0%	0	0%	111	100%	0	0%	111	4	4	4	0
Professional Communication	0	0%	0	0%	0	0%	111	100%	0	0%	111	4	4	4	0
Total/Percentage	0	0%	0	0%	0	0%	666	100%	0	0%	666				

ECED 8272 TEACHER AS LEADER SELF-ASSESSMENT GRADING RUBRIC

Term	Course Number	Course Title	Section	Course Work Due date	CourseWork 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	ECED 8272	Teacher as Leader	E01	2019-04-15	ECED 8272 Teacher as Leader Project Self-Assessment Spring 2019	ECED 8272 Teacher as Leader Self-Assessment Grading Rubric	40	40	0	40
Spring Semester 2019	ECED 8272	Teacher as Leader	E02	2019-04-15	ECED 8272 Teacher as Leader Project Self-Assessment Spring 2019	ECED 8272 Teacher as Leader Self-Assessment Grading Rubric	38	37	1	37
Spring Semester 2019	ECED 8272	Teacher as Leader	E03	2019-04-15	ECED 8272 Teacher as Leader Project Self-Assessment Spring 2019	ECED 8272 Teacher as Leader Self-Assessment Grading Rubric	37	34	3	34

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : ECED 8272 Teacher as Leader Self-Assessment Grading Rubric: 1

ECED 8272 Teacher as Leader Self-Assessment Grading Rubric

Rubric:	# Unsatisfactory	% Unsatisfactory	# Emerging	% Emerging	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
KS&D Paper: Research	0	0%	0	0%	14	12.61%	97	87.39%	0	0%	111	3.87	4	4	0.33
KS&D Paper: Synthesis	0	0%	0	0%	14	12.61%	97	87.39%	0	0%	111	3.87	4	4	0.33
Reflective Analysis: Pedagogical Content Knowledge	0	0%	0	0%	14	12.61%	97	87.39%	0	0%	111	3.87	4	4	0.33
Reflective Analysis: Content Knowledge	0	0%	0	0%	14	12.61%	97	87.39%	0	0%	111	3.87	4	4	0.33
Reflective Analysis:Teacher Skills	0	0%	0	0%	14	12.61%	97	87.39%	0	0%	111	3.87	4	4	0.33
Reflective Analysis:Professional Dispositions	0	0%	0	0%	14	12.61%	97	87.39%	0	0%	111	3.87	4	4	0.33
Reflective Analysis:Effective Teacher Leaders	0	0%	0	0%	14	12.61%	97	87.39%	0	0%	111	3.87	4	4	0.33
Professional Communication	0	0%	0	0%	14	12.61%	97	87.39%	0	0%	111	3.87	4	4	0.33
Total/Percentage	0	0%	0	0%	112	12.61%	776	87.39%	0	0%	888				

ECSE 8562 USING DATA TO MEET THE NEEDS OF DIVERSE LEARNERS 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
Summer Semester 2018	ECSE 8562	Data to Meet Needs of Divers	E01	2018-07-24	ECSE 8562 EDS Using Data Assignment Summer 2018	ECSE 8562 Using Data to Meet the Needs of Diverse Learners Rubric	32	32	0	32
Summer Semester 2018	ECSE 8562	Data to Meet Needs of Divers	E02	2018-07-24	ECSE 8562 EDS Using Data Assignment Summer 2018	ECSE 8562 Using Data to Meet the Needs of Diverse Learners Rubric	32	32	0	32

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : ECSE 8562 Using Data to Meet the Needs of Diverse Learners Rubric

ECSE 8562 Using Data to Meet the Needs of Diverse Learners Rubric

Rubric	# Unsatisfactory	% Unsatisfactory	# Emerging	% Emerging	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Overview of Data	0	0%	0	0%	0	0%	64	100%	0	0%	64	4	4	4	0
Detailed Plan	0	0%	7	10.94%	16	25%	41	64.06%	0	0%	64	3.53	4	4	0.68
Justification	0	0%	0	0%	2	3.12%	62	96.88%	0	0%	64	3.97	4	4	0.17
Impact on Teacher Knowledge	2	3.12%	0	0%	15	23.44%	47	73.44%	0	0%	64	3.67	4	4	0.64
Impact of Student Learning	2	3.12%	1	1.56%	14	21.88%	47	73.44%	0	0%	64	3.66	4	4	0.67
Reflective Analysis	2	3.12%	0	0%	17	26.56%	45	70.31%	0	0%	64	3.64	4	4	0.65
Professional Communication	0	0%	0	0%	0	0%	64	100%	0	0%	64	4	4	4	0
Total/Percentage	6	1.34%	8	1.79%	64	14.29%	370	82.59%	0	0%	448				

ECED Ed.S. ORAL EXAMINATION

25 PORTFOLIO RECIPIENTS

SUMMER 2018

ASSESSOR #1

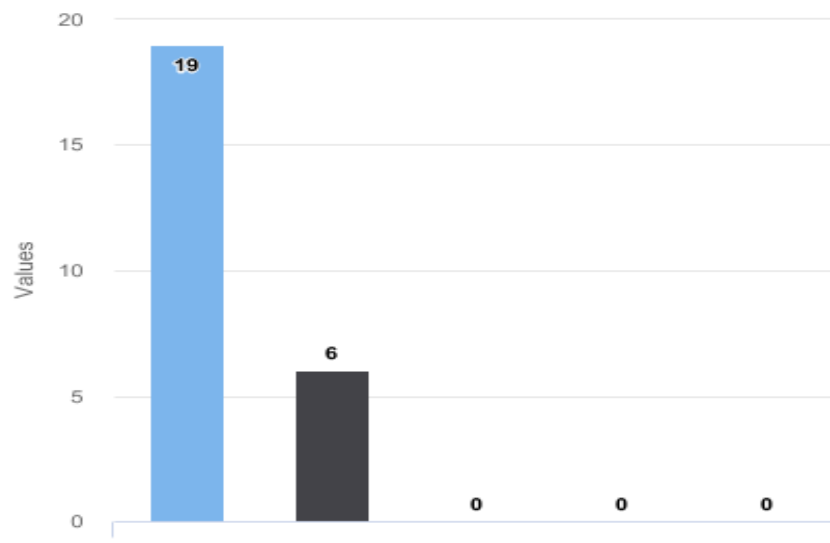
1. Four characteristics educational leaders and the role of teacher leaders described.

2. Two experiences and how each prepared one to be a change agent is described.

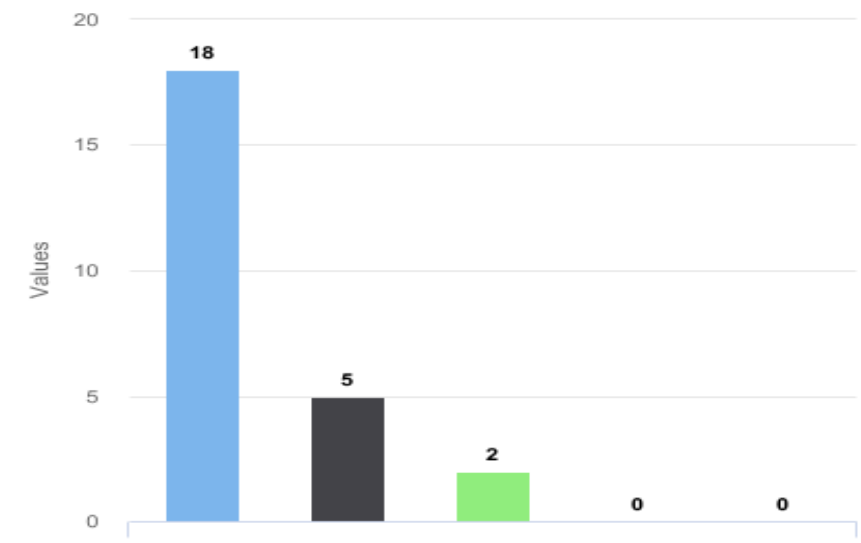
Response	Number of Responses	Percent
Exemplary(4)(4)	19	76%
Proficient(3)(3)	6	24%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
Total Valid Responses:	25	
Mean:	3.76	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.43	

Response	Number of Responses	Percent
Exemplary(4)(4)	18	72%
Proficient(3)(3)	5	20%
Emerging(2)(2)	2	8%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
Total Valid Responses:	25	
Mean:	3.64	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.62	

1. Four characteristics educational leaders and the rol...



2. Two experiences and how each prepared one to be a ch...



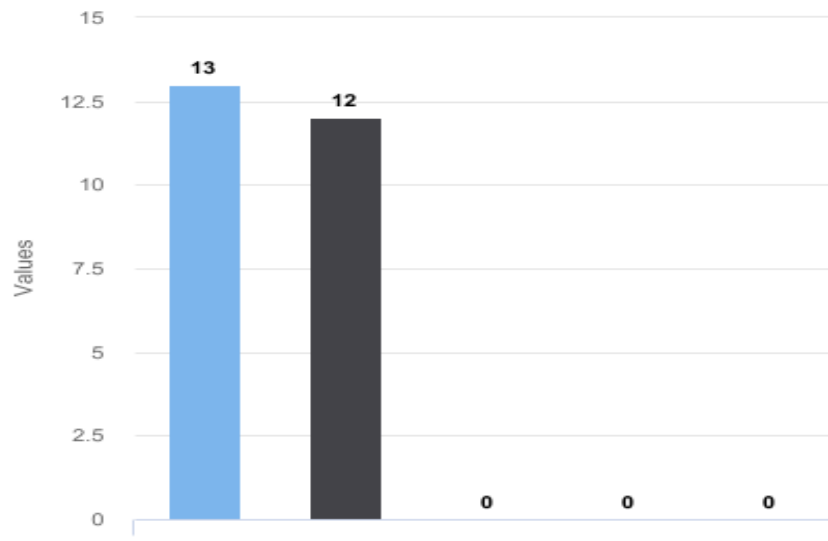
3. Aspects of multiculturalism defined and actions as change agent described.

4. Concept of “the hidden curriculum” in pedagogy is defined and discussed.

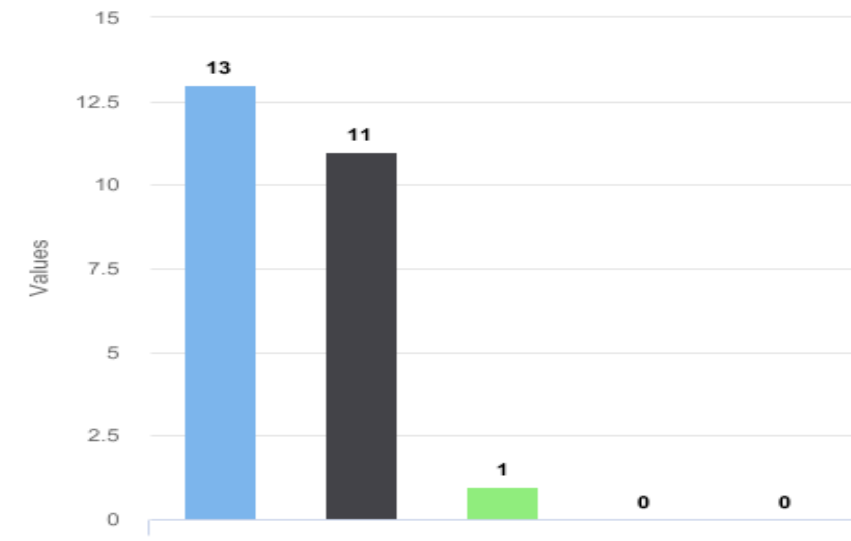
Response	Number of Responses	Percent
Exemplary(4)(4)	13	52%
Proficient(3)(3)	12	48%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
Total Valid Responses:	25	
Mean:	3.52	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.50	

Response	Number of Responses	Percent
Exemplary(4)(4)	13	52%
Proficient(3)(3)	11	44%
Emerging(2)(2)	1	4%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
Total Valid Responses:	25	
Mean:	3.48	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.57	

3. Aspects of multiculturalism defined and actions as c...



4. Concept of “the hidden curriculum” in pedagogy is de...



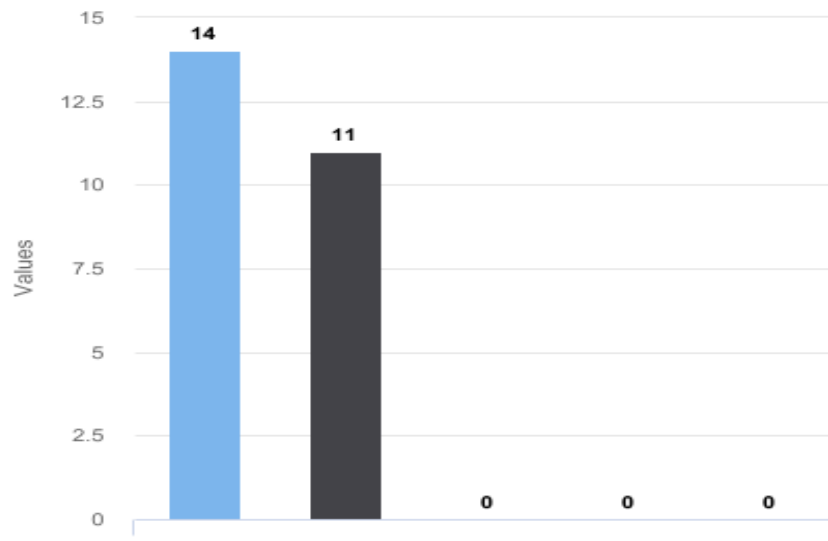
5. Approaches or methods of teaching described and justified.

6. Accessing resources and process used to address student bullying is described.

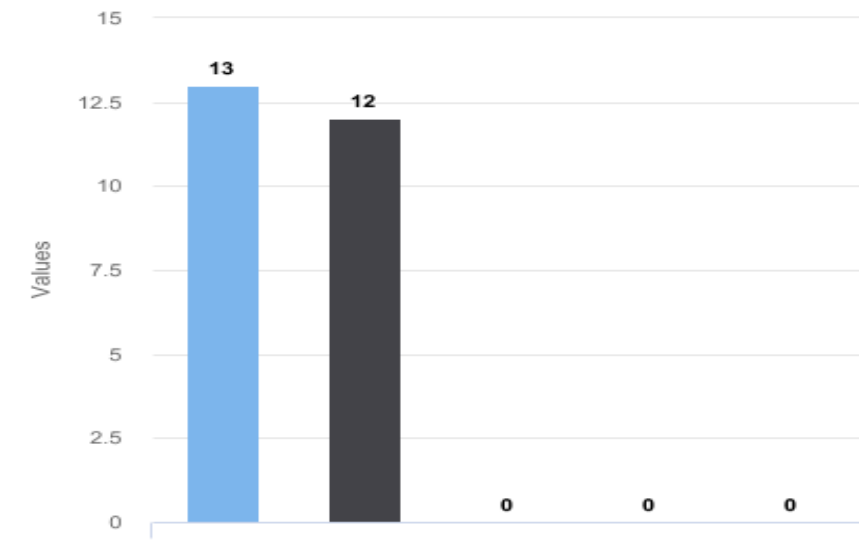
Response	Number of Responses	Percent
Exemplary(4)(4)	14	56%
Proficient(3)(3)	11	44%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
Total Valid Responses:	25	
Mean:	3.56	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.50	

Response	Number of Responses	Percent
Exemplary(4)(4)	13	52%
Proficient(3)(3)	12	48%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
Total Valid Responses:	25	
Mean:	3.52	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.50	

5. Approaches or methods of teaching described and just...



6. Accessing resources and process used to address stud...



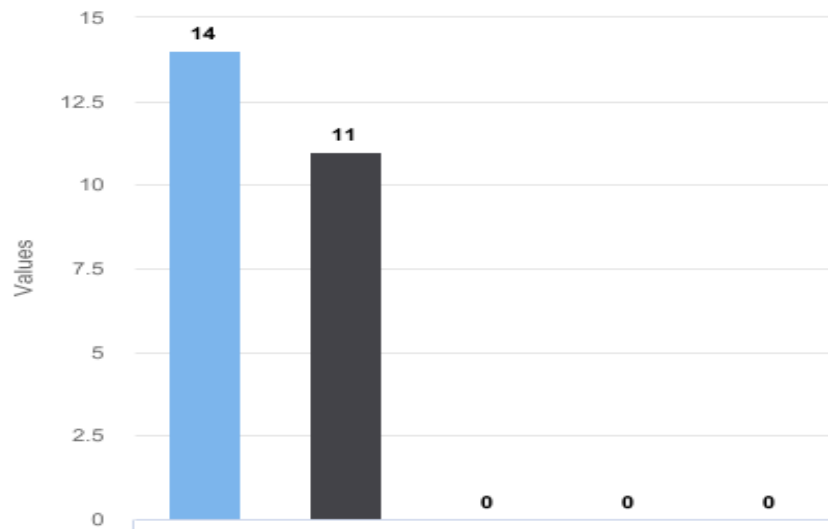
7. Responsibilities and knowledge essential to teacher researchers is discussed.

8. How to develop a research plan to address the selected student need is discussed.

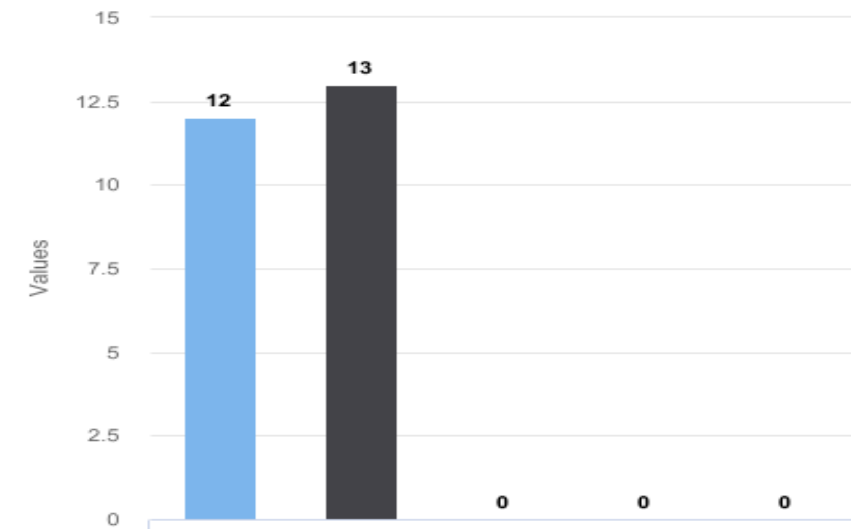
Response	Number of Responses	Percent
Exemplary(4)(4)	14	56%
Proficient(3)(3)	11	44%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
Total Valid Responses:	25	
Mean:	3.56	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.50	

Response	Number of Responses	Percent
Exemplary(4)(4)	12	48%
Proficient(3)(3)	13	52%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
Total Valid Responses:	25	
Mean:	3.48	
Median:	3.00	
Mode:	3.00	
Standard Deviation:	0.50	

7. Responsibilities and knowledge essential to teacher ...

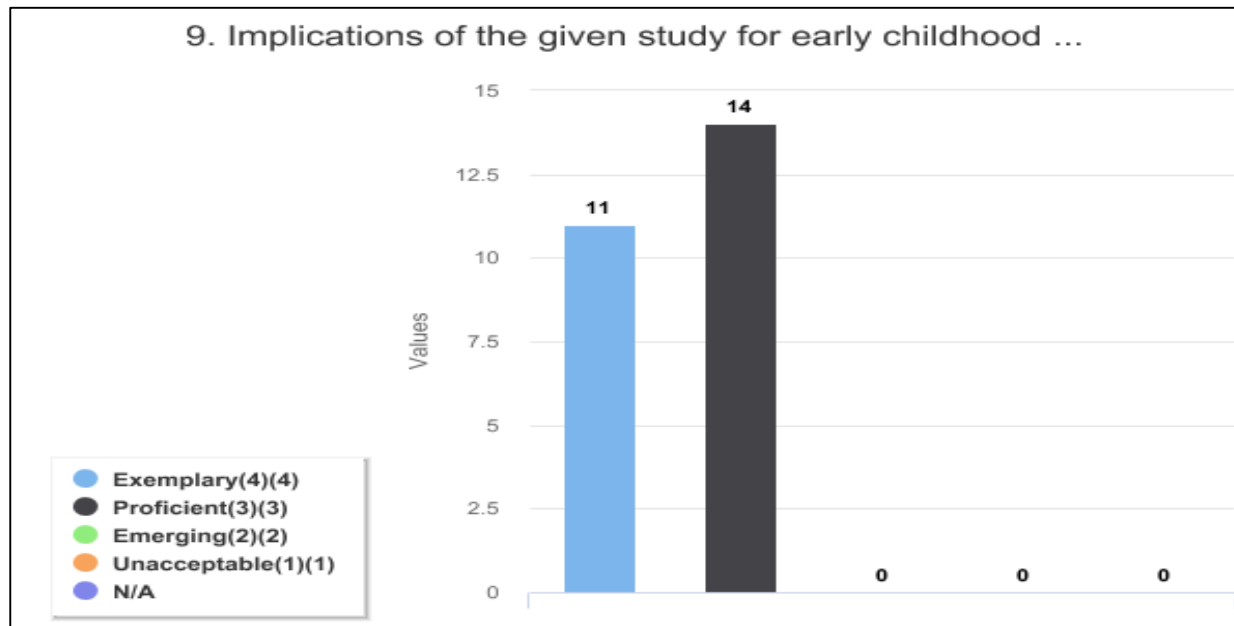


8. How to develop a research plan to address the select...



9. Implications of the given study for early childhood educators is described.

Response	Number of Responses	Percent
Exemplary(4)(4)	11	44%
Proficient(3)(3)	14	56%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
Total Valid Responses:	25	
Mean:	3.44	
Median:	3.00	
Mode:	3.00	
Standard Deviation:	0.50	



ECED Ed.S. ORAL EXAMINATION

20 PORTFOLIO RECIPIENTS

FALL 2018

ASSESSOR #1

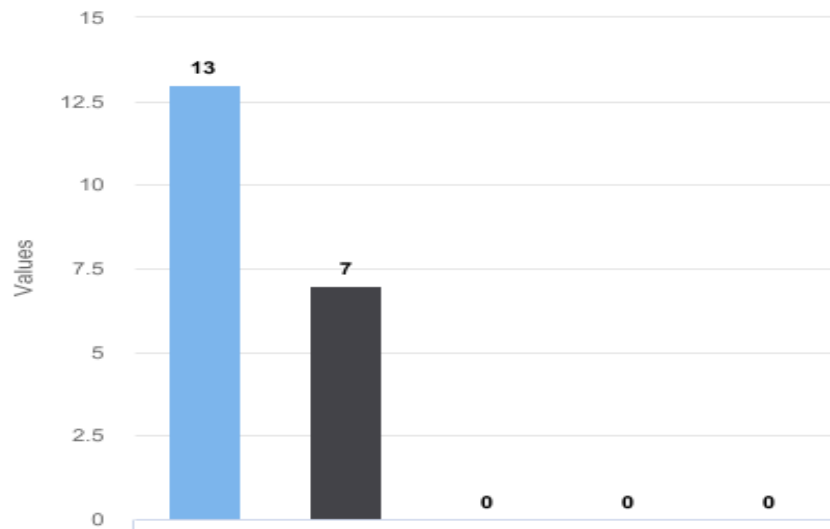
1. Four characteristics educational leaders and the role of teacher leaders described.

2. Two experiences and how each prepared one to be a change agent is described.

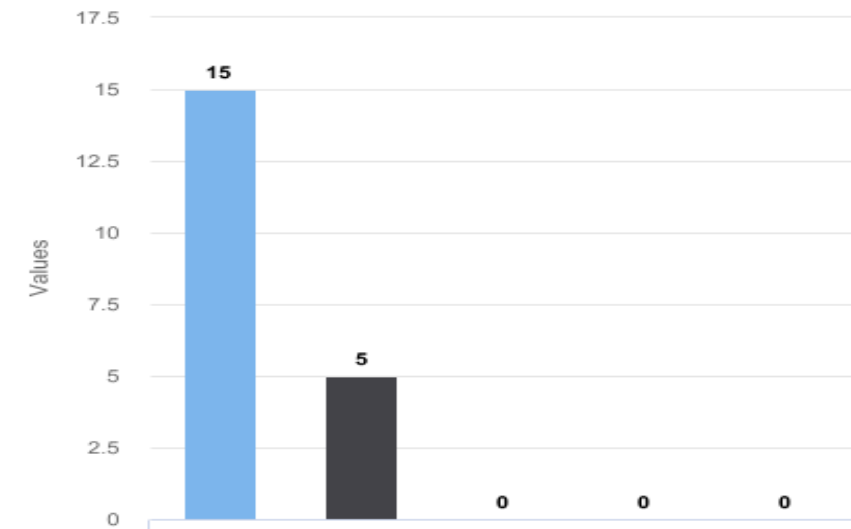
Response	Number of Responses	Percent
Exemplary(4)(4)	13	65%
Proficient(3)(3)	7	35%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
Total Valid Responses:	20	
Mean:	3.65	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.48	

Response	Number of Responses	Percent
Exemplary(4)(4)	15	75%
Proficient(3)(3)	5	25%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
Total Valid Responses:	20	
Mean:	3.75	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.43	

1. Four characteristics educational leaders and the rol...



2. Two experiences and how each prepared one to be a ch...



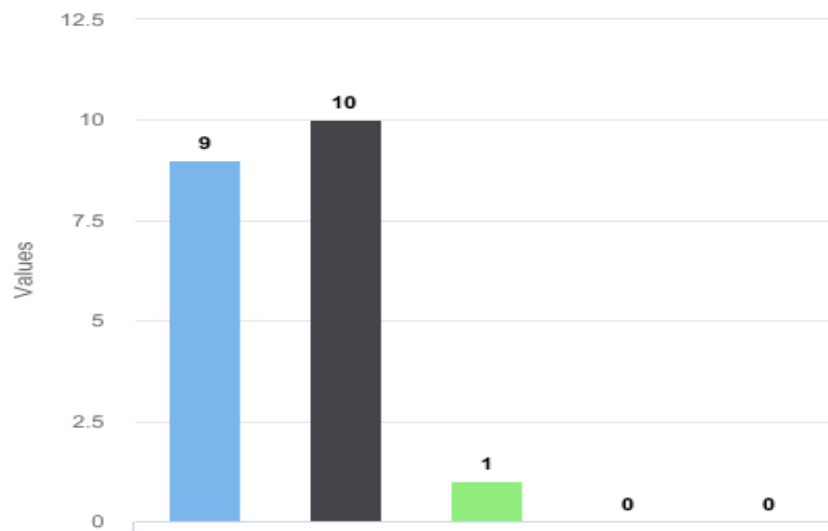
3. Aspects of multiculturalism defined and actions as change agent described.

4. Concept of “the hidden curriculum” in pedagogy is defined and discussed.

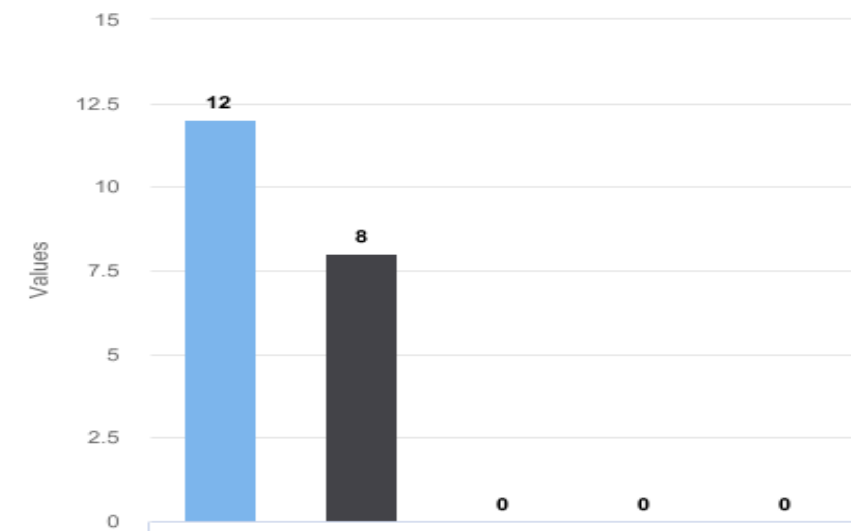
Response	Number of Responses	Percent
Exemplary(4)(4)	9	45%
Proficient(3)(3)	10	50%
Emerging(2)(2)	1	5%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
Total Valid Responses:	20	
Mean:	3.40	
Median:	3.00	
Mode:	3.00	
Standard Deviation:	0.58	

Response	Number of Responses	Percent
Exemplary(4)(4)	12	60%
Proficient(3)(3)	8	40%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
Total Valid Responses:	20	
Mean:	3.60	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.49	

3. Aspects of multiculturalism defined and actions as c...



4. Concept of “the hidden curriculum” in pedagogy is de...



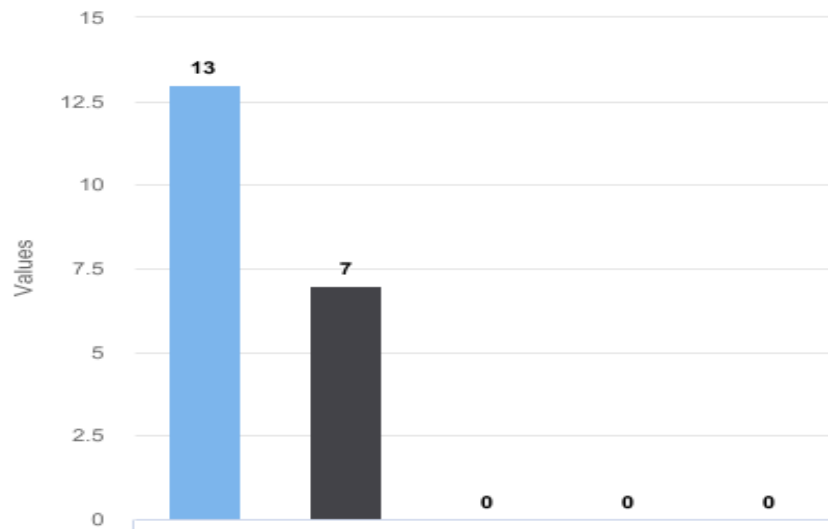
5. Approaches or methods of teaching described and justified.

6. Accessing resources and process used to address student bullying is described.

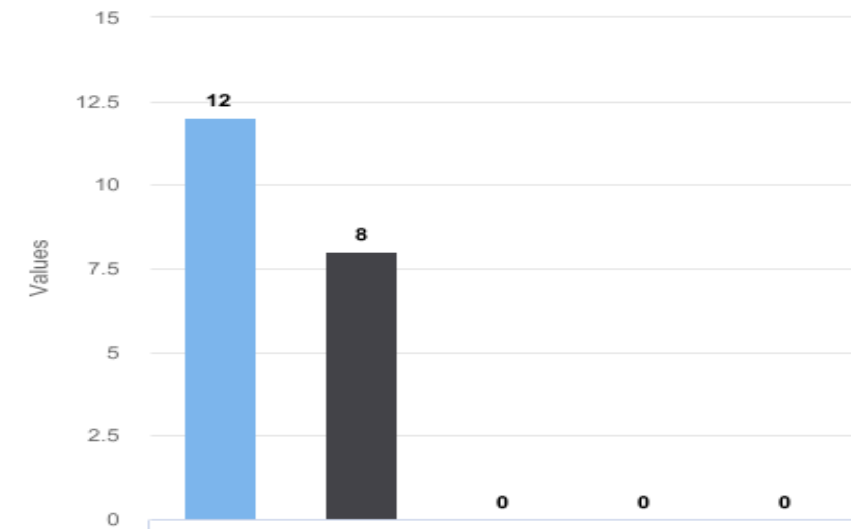
Response	Number of Responses	Percent
Exemplary(4)(4)	13	65%
Proficient(3)(3)	7	35%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
Total Valid Responses:	20	
Mean:	3.65	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.48	

Response	Number of Responses	Percent
Exemplary(4)(4)	12	60%
Proficient(3)(3)	8	40%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
Total Valid Responses:	20	
Mean:	3.60	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.49	

5. Approaches or methods of teaching described and just...



6. Accessing resources and process used to address stud...



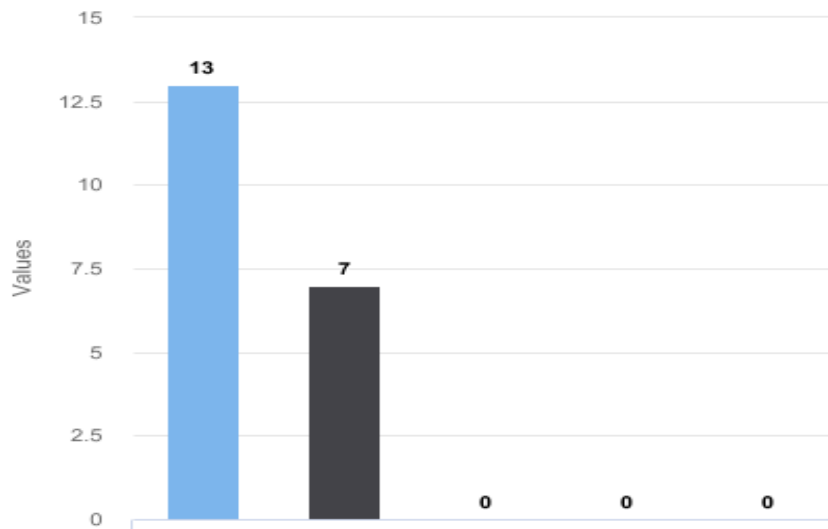
7. Responsibilities and knowledge essential to teacher researchers is discussed.

8. How to develop a research plan to address the selected student need is discussed.

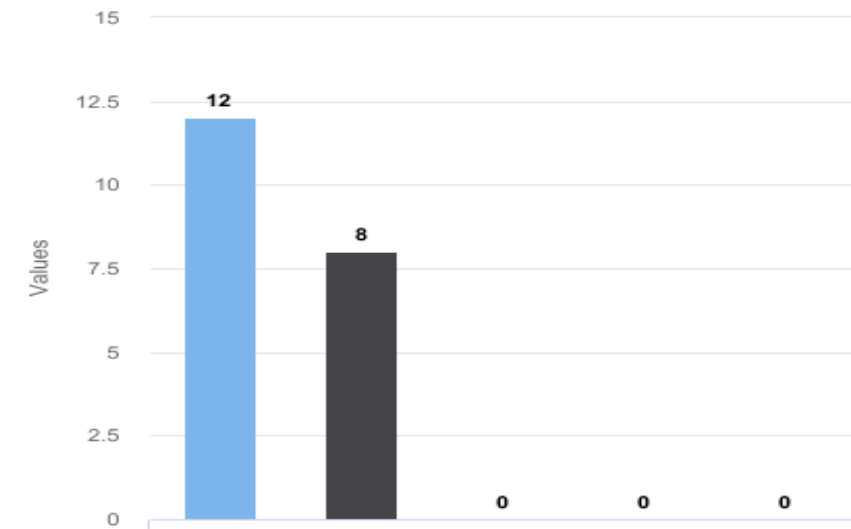
Response	Number of Responses	Percent
Exemplary(4)(4)	13	65%
Proficient(3)(3)	7	35%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
Total Valid Responses:	20	
Mean:	3.65	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.48	

Response	Number of Responses	Percent
Exemplary(4)(4)	12	60%
Proficient(3)(3)	8	40%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
Total Valid Responses:	20	
Mean:	3.60	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.49	

7. Responsibilities and knowledge essential to teacher ...

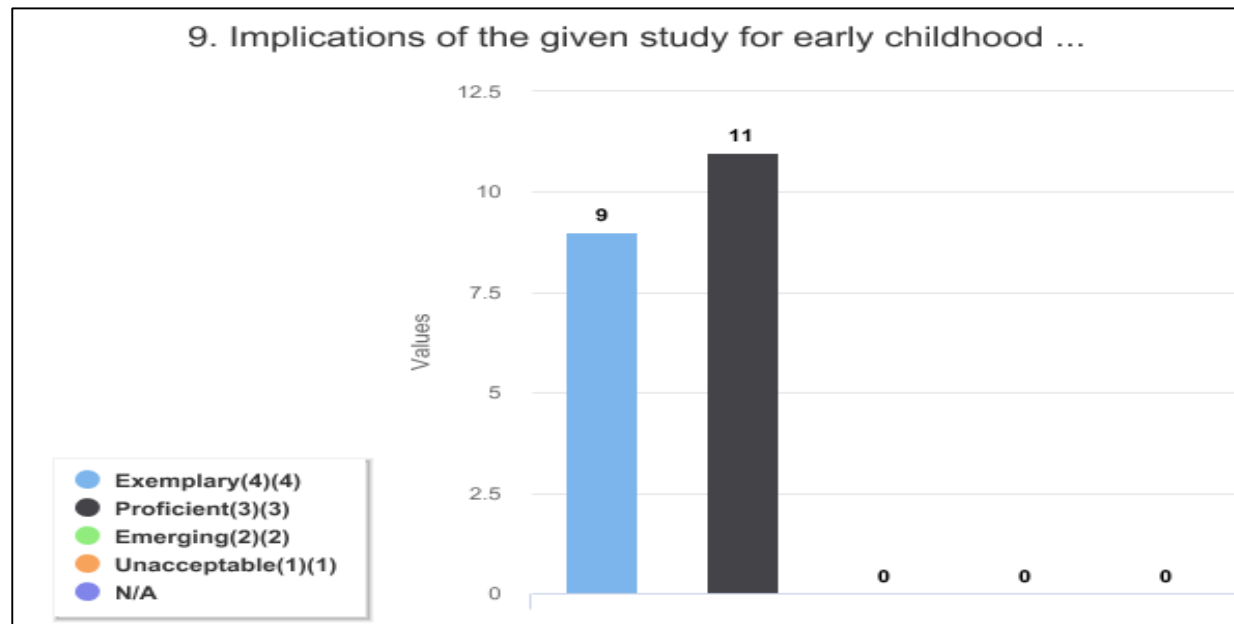


8. How to develop a research plan to address the select...



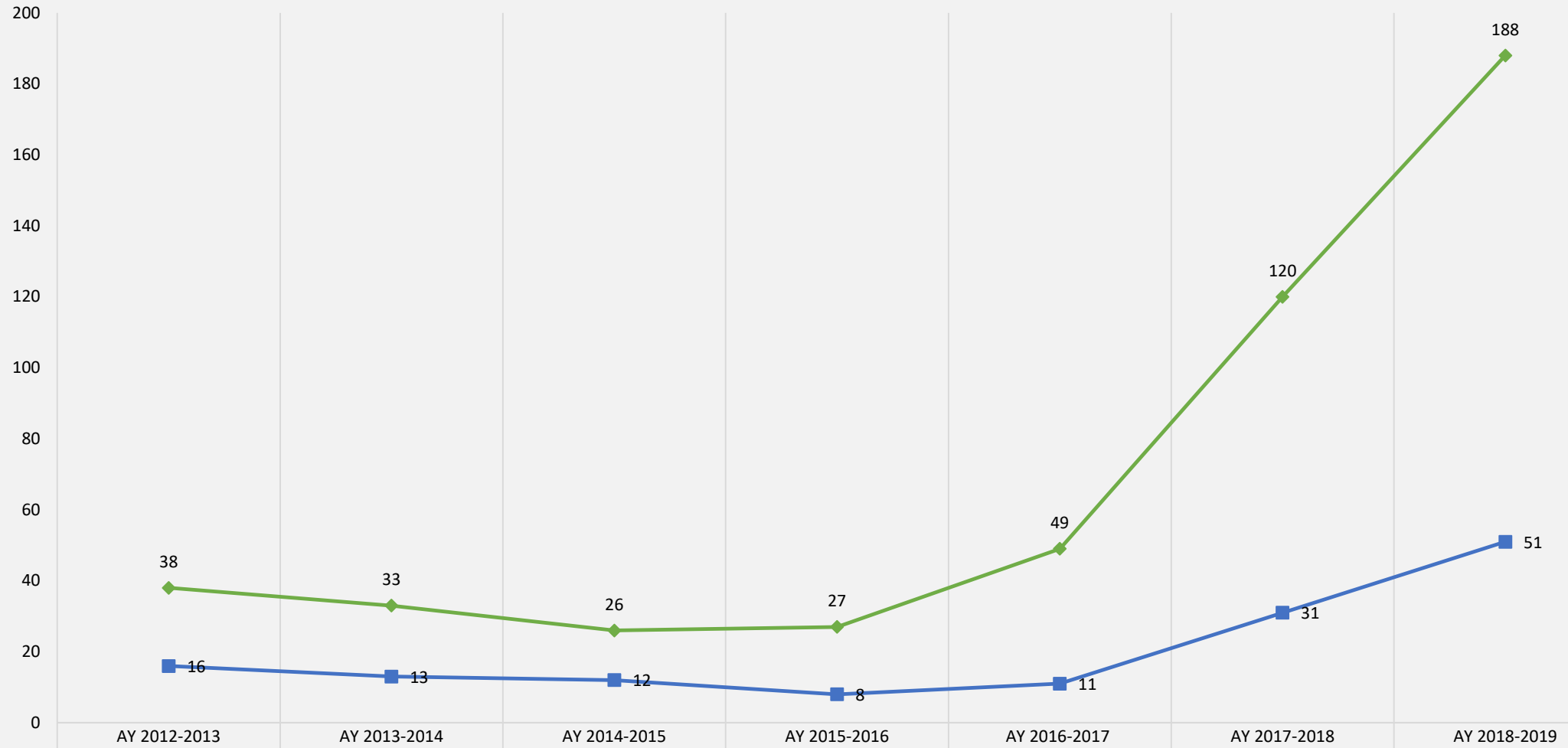
9. Implications of the given study for early childhood educators is described.

Response	Number of Responses	Percent
Exemplary(4)(4)	9	45%
Proficient(3)(3)	11	55%
Emerging(2)(2)	0	0%
Unacceptable(1)(1)	0	0%
N/A	0	0%
No Response	0	
Total Valid Responses:	20	
Mean:	3.45	
Median:	3.00	
Mode:	3.00	
Standard Deviation:	0.50	



ENROLLMENT AND GRADUATION

ED.S. IN EARLY CHILDHOOD EDUCATION ENROLLMENT & GRADUATION DATA TRENDS

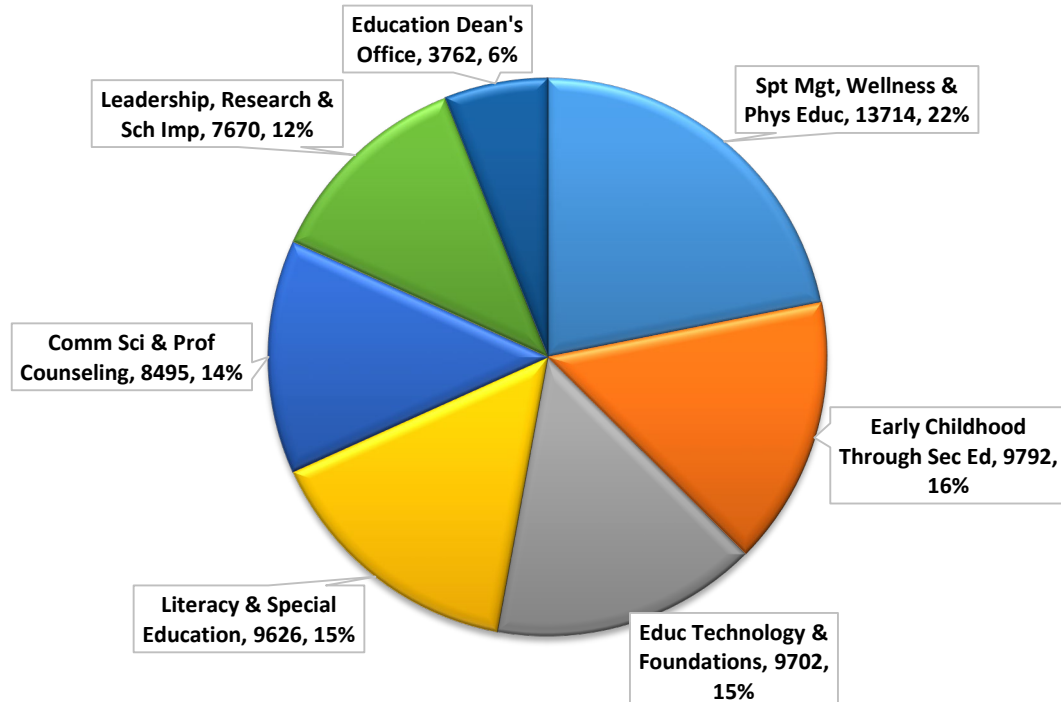


ENROLLED	38	33	26	27	49	120	188
GRADUATES	16	13	12	8	11	31	51

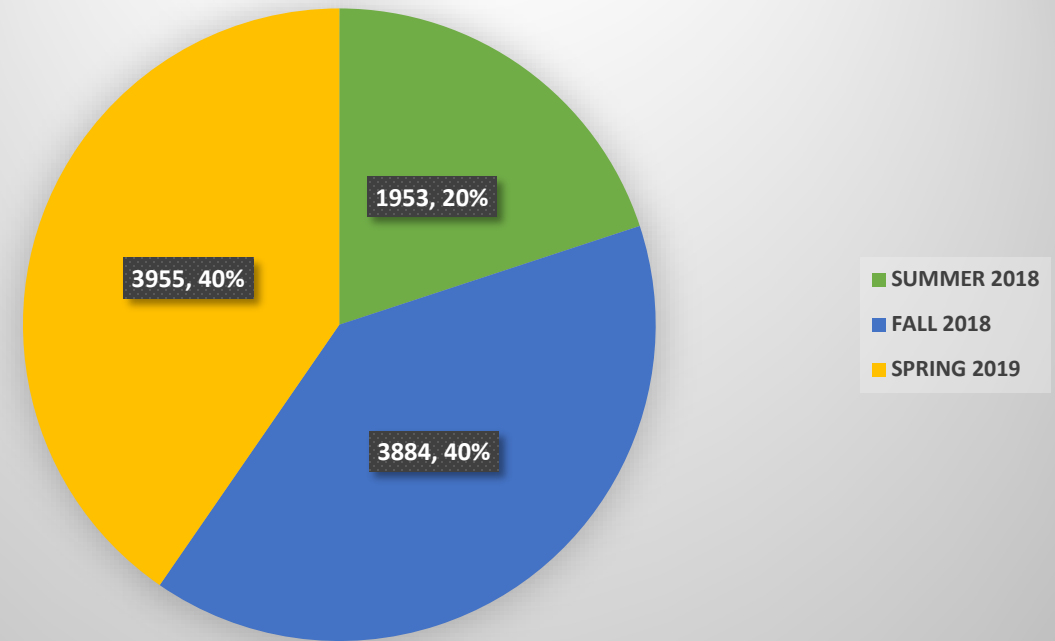
CREDIT HOUR PRODUCTION

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	83%	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 EARLY CHILDHOOD THROUGH SECONDARY 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
ECED	400	410	1200	864	1125	2515	728	920	2163	1992	2455	5878
ECSE	208	210	624	399	550	981	482	565	1343	1089	1325	2948
SEED	16	50	39	115	333	124	194	230	369	325	613	532
UTCH	0	0	0	72	192	168	44	123	80	116	315	248
EDME	0	0	0	48	54	96	0	0	0	48	54	96
PTED	30	30	90	0	0	0	0	0	0	30	30	90
TOTAL	654	700	1953	1498	2254	3884	1448	1838	3955	3600	4792	9792

TOTAL CREDIT HOUR PRODUCTION BY SUBJECT FOR AY 2018-2019

