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| **ROSEMONT COLLEGE**  Yearly Discipline Assessment Report    **Discipline:** Education Undergraduate  **Discipline Coordinator:**  Name: Denise Falconi, Ed.D. Phone: 2321 Email: denise.falconi@rosemont.edu  **Date Submitted:** May 30, 2023 | | | |
| **Mission Statement 2016**: *Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society.*  *Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the principles of Cornelia Connelly and the Society of the holy Child Jesus to meet the needs of the time. Rosemont College values: Trust in and reverence for the dignity of each person; Diversity with a commitment to building an international community; Persistence and courage in promoting justice with compassion; Care for the Earth as our common home.*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  **PART A:**  INSTRUCTIONS**:** Save this form as a Word file. Please fill in the fields below; they will expand as you type. You may separate out majors and non-majors in your descriptions of outcomes. Then fill in Part B. Return to the Director of Strategic Planning and Assessment by June 30th. | | | |
| **Student Learning Objectives/Outcomes** | **Courses taught during year assessing the objective/outcome** | **Results of Assessment (include majors and non-majors in the classes)** | **Planned Improvements Based on Assessment (List here; elaborate in Part B below)** |
| **Program Goal #1**  To increase the number of authentic assessments in courses. This will provide the students with more opportunity to apply content knowledge in coursework to hone their craft for future practicums and employment.  **SLO #1:**  Students will be able to create work that mirrors competencies and expectations relevant to their future teaching careers. (Authentic Assessments – Performance, Project, and Problem based) | EDU 0380 Working with Disabled and Gifted Students in an Inclusion Program  EDU 0322 Principles and Practices of Secondary Special Education and Transition Services  EDU 0250 Early Childhood Curriculum and Instruction  EDU 0383 Diagnostic/Prescriptive Reading Instruction in Special Education  EDU 0270 Classroom and Behavior Management  EDU 0395 Teaching Physical Education in the Elementary Schools.  EDU 0355 Principles and Practices of Teaching ESL  EDU 0385 Educational Assessment and Statistics | 100% of all courses listed created additional authentic assessment to their syllabi and instructional process.  Student grading from Canvas site was retrieved and analyzed. The relevant quantitative data is shown below.  91.4% of students engaging in authentic assessment in the cited courses scored at least  88% (B+) in these assessments. | Continue with the prescribed program goal #1 and continue to increase the use of authentic assessments in both scope and amount.  Please see below for narrative. |
| **Program Goal #2:**  To increase the number of reflective assessments in various courses in order to have students analyze the competencies required for superior pedagogy in future practicums and student teaching.  **SLO #2:**  Students will be able to reflect (evaluate)  course and practicum work to think deeply and carefully about their craft and future application in the classroom. | EDU 0380 Working with Disabled and Gifted Students in an Inclusion Program  EDU 0322 Principles and Practices of Secondary Special Education and Transition Services  EDU 0250 Early Childhood Curriculum and Instruction  EDU 0383 Diagnostic/Prescriptive Reading Instruction in Special Education  EDU 0270 Classroom and Behavior Management  EDU 0395 Teaching Physical Education in the Elementary Schools.  EDU 0355 Principles and Practices of Teaching ESL  EDU 0385 Educational Assessment and Statistics | 100% of all courses listed in Program Goal #2 included reflective pieces as part of their assessment process and syllabi.  Student grading from Canvas site was retrieved and analyzed. The relevant quantitative data is shown below.  88.5 % of students engaged in reflective assessments of a formative or summative nature, earned at least a 89.1 % (B+) in these assignments. | Continue with the prescribed program goal #2 and continue to increase the use of reflective assessments in the courses indicated.  Please see below for narrative. |
| **Goal #3**  To begin the process of synthesis of the new **Culturally-Relevant and Sustaining Education, Professional Ethics, and Structured Literacy Program Framework Guidelines** into our current framework for courses on the undergraduate level.  This is considered a programmatic goal which is required by PDE to commence in the SY 2024-2025. | All 9 Programs on the undergraduate level and their coursework.  BS Elementary Ed. PK-4  BS Elementary Ed. PK-4 with PK-12 Special Education  Five 7-12 Secondary Programs  Biology, Chemistry, English, Mathematics, Social Studies  Art PK-12 Certification  Spanish PK-12 Certification | In progress. Director of Teacher Education has performed about 35% of the analysis and matrix changes. | Continue to work on the course and program matrices to develop the assurances and competencies as required by PDE. |

**Part B: (Please use the space available to elaborate)**

List planned improvements here, timeline for planned improvement, reasons for change and desired results? All three goals are included in this narrative.

**Goal 1** Teachers were tasked with creating more authentic assessments in courses. These will include project, performance, and problem based assessments of a formative and summative nature to enhance the practice of our undergraduate teachers in application of competencies into their practicum and student teaching. The timeline was one school year and the expectation was that the adjuncts assigned to the above courses made these changes during the SY 2022-2023. Our adjuncts created and utilized authentic assessment in various skills and “real life” projects. The students created behavior plans, IEP development and predicted implementation, designed elementary education visual boards, writing and implementing lesson plans, creating a student portfolio project, creating rubrics, devising a plan for elimination of the achievement gap based on Future Ready statistics and other practical projects to have them ready for the classroom. 91.4% of students engaging in authentic assessment in the cited courses scored at least 88% (B+) in these assessments.

**Goal 2** Teachers were tasked with implementing more reflective assessments in courses. These included journals, discussion boards, case studies and other methods to reflect upon their craft and coursework. The timeline was one school year and the expectation was successful in the implementation of more reflective assessments in their courses during the SY 2022-23. We hope to have our students analyze and reflect on what is being taught in the classroom and how it will impact on their future classroom procedures and careers as a continuing and all-inclusive process across our programs. 88.5 % of students engaged in reflective assessments of a formative or summative nature, earned at least a 89.1 % (B+) in these assignments.

**Goal 3** This is more of a programmatic goal in which the Pennsylvania Department of Education’s mandate to incorporate over 400 more competencies across our programs is engineered. The competencies are **Culturally-Relevant and Sustaining Education, Professional Ethics, and Structured Literacy Program Framework Guidelines.** The timeline for this project is 2 school years. The competencies must be assured and submitted by the 2024-2025 SY. Our hope is to have the matrices of our 9 undergraduate programs analyzed and to incorporate the competencies within existing coursework in each program or create, is some cases, new coursework to satisfy the requirements. This is a work in progress. Program Director has begun to match the competencies with the current matrices and ascertain where additional or modified course content may be necessary.

List previous plans here Status of planned improvement Evidence of changes in student learning

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| Increase the use of more detailed rubrics in all courses which address curricular aims aligned with PDE competencies and challenge students.  Increase the variety of assignments in order to meet the needs of all learners, learning differences, and to promote differentiation of instruction.  Creation of a student satisfaction survey.  Investigate the possibility of a post-bac  special education certification. | 100% of adjuncts continue to develop rubrics that align to student outcomes that are aligned to PDE competencies.  100% of adjuncts have created and increased diversification of assessments on both the formative and summative levels.  The survey has provided an anonymous critique of our programs.  Work in progress | Adjuncts report a better understanding of project in which a rubric has been created and, as a result, better performance in the assessment.  With an ever growing neurodiversity among our new students, this endeavor has helped to increase the success of such and all students on the undergraduate level.  Discussion and program goals have resulted from the information provided in these surveys.  Work in progress |