

Assessment Reports Electronic Template*

Rosemont College --Undergraduate

Form updated: 3/10/09

I. General information:

Date of Report: May 8, 2012
Semesters or Academic Years Covered: fall, 2011 and spring, 2012
Division: Natural Sciences, Mathematics, and Education
Department: Education
Chair or Person Preparing the Report: Marilyn A. Moller

II. Departmental Profile:

Number of Majors:	Elementary	45
	Special Education (new this year)	7
	Secondary (concentration) *	11
	Art (concentration) *	5
	Post-Baccalaureate	5
	Villanova (Elementary)	21

Total **94**

* Concentration means a student majors in a subject but completes Education coursework and student teaching (totaling about 27 credits) leading to teacher certification in that subject.

Number of Faculty: 2 *full time (including Director)*
 14 *part time*

Courses Offered in the Assessment Period: 25 (including 2 sections of 3 courses)

Factors that Affect Assessment: None of significance

III. Assessment results

A. Introduction

While the Education Department strives to meet each of our goals and objectives every year, specific areas are chosen for emphasis. During 2009-2010 the highlighted areas dealt with mission-related assessments of competency and performance. During the 2010-2011 year emphasis was on assessments related to students' demonstrated grasp of both general education and major course content.

For the **2011-2012** year it was decided to continue to assess student achievement based on the same goals and criteria used the previous year. This was done in order to enable the department

to examine achievement longitudinally rather than conducting a simple annual assessment of isolated goals and objectives.

As has been noted in previous annual reports, each objective specifies mastery at levels between 85% and 95%, levels generally accepted as mastery; it is the over-all goal of the Education Department that 100% of our students achieve successful and demonstrable mastery of each specific objective.

Note

Wherever numbers of students are referenced, both Rosemont and Villanova students are included since this department is responsible for the certification program for both groups

B. Assessment of Majors

Goal 1: Students majoring in Education will acquire a comprehensive foundation in the liberal arts, upon which they can build as future teachers

Objectives 1.1

Students will demonstrate mastery of college level writing and reading

Courses that Support this Objective:

RDG 050 and WRTG 109 (if needed)

FYCS

Writing 0110 or higher

Any approved English elective

Assessment Goal:

By the beginning of the first semester of their junior year, 90% of education students will attain the minimum score mandated by the Commonwealth on the Praxis Reading and Writing tests

Actual Data

Of the 18 rising juniors in the education program, 3 had not yet taken the required PRAXIS tests because, for various reasons, they had not completed one or more general education courses that help prepare them for success on this test. They will take the test this summer.

Of the 15 remaining students 14 (93%) successfully passed the PRAXIS reading and writing tests. The student who did not pass has been experiencing significant academic difficulty in all areas.

Objectives 1.2

Students will demonstrate mastery of college level Mathematics

Courses that Support this Objective:

MAT 104 (if needed)

MAT 115 (College Algebra)

EDU/MAT 0386 Educational Assessment and Statistics (cross-listed)

Assessment Goal:

By the beginning of the first semester of their junior year, 90% of education students will attain the minimum score mandated by the Commonwealth on the Praxis Mathematics test

Actual Data

Of the 18 rising juniors in the education program, 3 had not yet taken the required PRAXIS tests as noted above

Of the remaining 15 students 13 (86%) passed the PRAXIS mathematics test

Goal 2: Students majoring in Education will acquire a comprehensive foundation of pedagogical knowledge and skills which will enable them to function as effective teachers in their chosen level or subject

Objective 2.1

Students will demonstrate a thorough knowledge of the pedagogical foundation, curriculum content, and effective teaching methods in their chosen field

Courses that Support this Objective

See list of courses required for a major in elementary or a concentration in secondary education

Assessment Goals

A. A minimum of 85% of Education majors will graduate with a cumulative grade point average of 3.0 or better

Actual Data

Data for this goal will be provided by the end of May since final cumulative GPAs are not yet available.

B. A minimum of 85% of education students will attain the minimum score mandated by the Commonwealth on the Praxis Curriculum and Instruction test

Actual Data

Of the 21 students who, as seniors, student taught this year, 20 took the test. Of the 20 who took the test 19 (95%) passed

Objective 2.3

During student teaching students will demonstrate the ability to plan and execute effective classroom instruction in their chosen level or subject

Courses that Support this Objective

EDU 0455 Seminar/Student Teaching and all methods courses

Assessment Tools

95% of Student teachers will attain a minimum average score of 2.0 on the Commonwealth of Pennsylvania Department of Education Evaluation Form for Student Professional Knowledge and Practice

Note: this is the form mandated to for use when assessing the classroom performance of student teachers. It employs a scale of 0-4. It must be completed at least twice during the 12 week student teaching experience.

Actual Data

Of the 21 students who student taught this year, all 21 (100%) met this goal. The actual mean score in this area on the required PDE form was 3.59- a slight increase over last year.

C. Changes Based on Assessment

1. Based on the fact that both anecdotally and statistically, students struggle more with the Mathematics assessment, in conjunction with the SASC, a tutoring program has been set up to offer an option to students as they prepare for that portion of the test.

2. In general results appear to be within reasonable parameters when compared to the same goals and objectives for the previous academic year. No significant changes in the major itself are planned at this time.

3.. PDE has designed an entirely new basic test that future teachers must take and pass in order to be certified in Pennsylvania, This April it replaced the PRAXIS I Reading, Writing, and Mathematics assessment in use over the past decade. While this did not affect our assessment during the 2011-2012 academic year, goals and objectives will need to be examined to determine whether the use of pass rates on the new test will remain a valid assessment tool for the department.

D. Recommendations for Improving the Assessment Process

None at this time.

**This template is adapted from *Assessment Clear and Simple, A Practical Guide for Institutions, Departments and General Education* by Barbara E. Walvoord, 2004, John Wiley and Sons, Inc.*