

ROSEMONT COLLEGE

Assessment Report

I. General Information

Date of Report: May 12, 2009
Academic Year Covered: 2008-2009
Division: Science and Professional Studies
Department: Education
Chair: Marilyn A. Moller

II. Departmental Profile

Number of Majors: August, 2008 3
May, 2009 22
Number of Students Fall Semester: 3 Rosemont College
19 Villanova University
Number of Students Spring Semester: 22 Rosemont College declared major
7 Rosemont College enrolled, not declared
34 Villanova University
Number of Faculty: 1 Full-time
10 Part-time (not all teaching every semester)
Courses Offered in the Assessment Period: Fall, 2008 7 (plus 2 independent study)
Spring, 2009 10

Factors That Affect Assessment:

- A. A number of the assessment targets and objectives refer to accomplishments during the Sophomore and Junior years – specifically results of the PRAXIS tests.. However, at the beginning of the 2008-2009 school year there were no Sophomore Education majors and only one Junior, thus rendering those objectives unusable for this year. That problem has been remedied and those objectives will be measured in the 2009-2010 year.
- B. A number of the objectives in the Assessment Plan could only become operational after students became aware of the requirement to take the PRAXIS Test by a certain date. The small number of original majors, and the fact that the number of majors changed almost on a weekly basis, made this difficult this year. This is also now remedied.
- C. Two factors related to curriculum also affected this department's ability to measure some goals and objectives. The revamping of the General Education curriculum means that students will, in future, be taking different distributions than are now in place. More significantly, because of the new state requirements and the resultant changes in the Rosemont Education curriculum, a number of modifications to the General Education curriculum for Education majors are currently in the process of being worked out. Thus, the General Education goals and objectives were not measured this year, but will be in the 2009-2010 academic year.

Second, very extensive new PDE certification requirements necessitated the almost complete revamping of the Education program. Furthermore, Education is now a stand-alone major, Thus, measuring results in this area this year seems unproductive at best. All objectives relating to GPA, etc. will be examined next year.

III. Assessment Results

- A. Learning Outcomes For Majors
The goals and objectives which were chosen were ones of which the students were made aware in the seminar class, and in years past by the previous Director of

Teacher Education, thus they were appropriate as yardsticks this year. Students were also informed in printed materials and syllabi.

Goal II “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” along with Objectives 2.1, both A and B, 2.2, both A and B, 2.3, as well as Goal III “in keeping with the mission of Rosemont College, students majoring in Education will demonstrate that they have ‘trust in and reverence for the dignity of each person’ and that they value ‘diversity in human culture and experience’.” were all reviewed..

B. Assessment of Majors

The assessment results are summarized in the chart below:

| <u>Objective</u> | <u>Target</u> | <u>Actual</u> | <u>Met/Not Met</u> |
|------------------|---------------|---------------|--------------------|
| 2.1 A | 85% | 100% | Met |
| 2.1 B | 85% | 100% | Met |
| 2.2 A | 85% | 100% | Met |
| 2.2 B | 85% | 100% | Met |
| 2.3 | 95% | 100% | Met |
| 3.1 | 95% | 100% | Met |
| 3.2 | 95% | 87.5% | Not Met |
| 3.3 | 95% | 100% | Met |

* N=8 (including 3 students from Villanova and one from Eastern), thus 87.5% = 7 out of 8 attained goal

C. Changes Based On Assessment

Although the scores from this year are generally excellent, in actuality next year will be much more telling. The small number of student teachers, and the fact that both the Education curriculum and the General Education curriculum have been revised will impact on the results, which in turn will give us a much clearer picture of the level of preparedness of our Education students.

The fact that one student did not attain the desired result on Objective 3.2 may not be significant, given her particular placement. However, since that Objective deals with the ability to apply a wide variety of instructional techniques in the classroom, additional emphasis will be placed on this area for all students in the earlier education courses, so that student teachers have been more fully prepared in this area.

D. Recommendations for Improving the Assessment Process

As noted above, course content will be changed somewhat to emphasize providing students with a greater variety of instructional techniques. This will be particularly evident in the various methods courses taken primarily during the Junior year.

In addition, preliminary examination of PRAXIS scores for the current Junior class indicates that there may be some issues to address in the area of Mathematics preparedness. Therefore, opportunities for PRAXIS preparation in the Mathematics area will be offered as a “preemptive step” in the 2009-2010 academic year.

Finally, as both the number of Rosemont College Education majors and the Villanova partnership grow, continual assessment of the entire program will be necessary not just to assure attainment of specific assessment goals, but to ensure compliance with major changes in PDE regulations and, most importantly, to ensure that our students graduate from the program as fully prepared and capable young teachers.