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| **ROSEMONT COLLEGE**  Yearly Program Assessment Report AY 2022-2023    **Program: MA in Publishing**  **Program Director:**  Name: Carla Spataro Phone: 610.526.0200 ext: 2346 Email: cspataro@rosemont.edu  **Date Submitted:** June 1, 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. 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 outcome** | **Results of Assessment** | **Planned Improvements Based on Assessment (List here; elaborate in Part B below)** |
| **Outcome 1.1:** Student will demonstrate an ability to accurately use industry terms in written form and in verbal presentations. | * GPP 7200 Publishing Overview * GPP 7214 Libraries and K-12 Publishing | * GPP 7200 40% of students in this course received a grade in the A range; 30% in the B range; 20% in the C range, and 10% (1 student) failed the course. * GPP 7214 90% of students in this course received a grade in the A range; 10% in the C range. I student withdrew. | * GPP 7200 - More faculty interaction with students * GPP 7214 – Redesign to encompass more practical and real-world assignments that students, upon graduating and getting a job with a publisher (or a school or library), are likely to encounter. |
| **Outcome 1.2:** Students demonstrate an ability to make informed decisions benefiting the industry as a whole. | * GPP 7345 Design I: Digital Foundations * GPP 7200 Publishing Overview | * GPP 7345 100% of students in this course received a grade in the A range. * GPP 7200 40% of students in this course received a grade in the A range; 30% in the B range; 20% in the C range, and 10% (1 student) failed the course. | * GPP 7345 – work to overcome the teaching limitations of online only delivery. |
| **Outcome 2.1:** Students will write and reflect on their own research into Publishing Industry practices. | * GPP 7380 Practices of the Publishing Professional * GPP 7260 Small Press Practices | * GPP 7380 100% of students who completed this course by the end of the semester received a grade in the A range. One student withdrew and one took an incomplete. * GPP 7260 90% of students in this course received a grade in the A range. 10% (1 student) failed. | * GPP 7380 – Improve networking assignments and distribute them differently over the course of the semester. * GPP 7260 – Provide specific budgetary parameters for projects and limit the project to text based only. |
| **Outcome 2.2:** Students will synthesize their research into various projects and communications relevant to the Publishing Industry | * GPP 7165 Editing Book Length Fiction * GPP 7217 Branding and Social Media | * GPP 7165 100% of students who completed this course for a grade received a grade in the A range. One student audited the class. * GPP 7217 100% of students who completed this course by the end of the semester received a grade in the A range. Four students withdrew and one received an incomplete. | * GPP 7165 – More discussion about foundational critique practices and knowing the difference between editing commercial and literary fiction. Students need a better understanding of the differences between the two practices. * GPP 7217 – Refine course delivery to include more targeted reading and more smaller projects that build toward the final project. |
| **Outcome 3.1**: Students will critically reflect on publishing issues and trends that have meaning for them in their thesis or capstone work. | * GPP 7500 Thesis or Capstone Project * GPP 7165 Editing Book Length Fiction | * GPP 7500 100% of students who completed their thesis or capstone project in AY 2022-2023 received a grade in the A range. * GPP 7165 100% of students who completed this course for a grade received a grade in the A range. One student audited the class. | * GPP 7165 Find additional ways for students to reflect upon diversity in publishing and what it means to readers and in the broader cultural context of the industry. |
| **Outcome 3.2:** Students will reflect upon firsthand experiences in the Publishing Industry by participating in internships and working with publishing mentors. | * GPP 7243 Academic Journal Publishing * GPP 7005 Mechanics of Editing | * GPP 7243 80% of students in this course received a grade in the A range; 20% (1 student) received a C, and one student withdrew.      * GPP 7005 28.5% of the students in this course received a grade in the A range; 43% in the B range; 28.5% in the C range. | * GPP 7243 Give more concrete examples of SWOT analyses. * GPP 7005 Mechanics of Editing – methodologies for delivering this course need to be updated to more conventional industry standards regarding track changes. Faculty needs to be more engaged with students. |

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

List planned improvements here Timeline for planned improvement Reasons for change and desired results?

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| 1. Convert Thesis/Capstone Rubric to include numerical scores. 2. More faculty engagement with students in general, and with some specific faculty in particular. 3. Redesign some course work and assignments to reflect real-world scenarios and that faculty are using the most up-to-date terminology and practices in their instruction. 4. Make sure that students have support and understand topics and technical practices of the industry. 5. Find additional ways for students to reflect on diversity and equity in the publishing industry. | 1. The program director will adjust rubrics over the summer during the revision of the thesis manual. 2. The program director will work with faculty on student engagement and techniques for community building on online asynchronous course delivery. Discussions will begin over the summer in preparation for the Fall semester. 3. Ask faculty over the summer, to reflect upon their assignments to make sure they represent best practices. Many faculty in their individual course assessments have already indicated that this is their plan. The program director will review syllabi and course shells two weeks before the start of the semester and request changes if necessary. 4. This is an ongoing effort. The program director and the faculty will do a better job of encouraging students to indicate when they don’t understand something or need additional help. 5. This is ongoing. | 1. Previous assessments have lacked quantitative data. Making this change will make quantitative analysis simpler and easier to see, for students and for assessment purposes. 2. Students and faculty alike have expressed frustration with the lack of real-time interaction in an asynchronous format. Students will have a more positive response to their coursework and learning. Faculty will be more satisfied. 3. Students have conveyed dissatisfaction with some of the courses and the relevance of the assignments. Making sure that all information is the most up to date and reflects current industry standards will provide students with a better understanding of what will be expected of them when they enter the publishing workforce. 4. Some students have relayed after the fact that they didn’t understand a concept or an assignment. Upon graduation, students will have a better understanding of the publishing industry and what it takes to be successful. 5. DEI issues and representation in publishing has become one of the single biggest issues in the industry. Students must be able to convey information literacy in this area to become better citizens of the publishing industry. |

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

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| 1. Simplify the Publishing Program Plan of study  2. More integration with the MFA in Creative Writing Program  3. Institute the Summer Publishing Residency so remote students can meet and interact face-to-face and network in real time with publishing professionals.  4. Institute and International Study Abroad opportunity for Publishing students, to allow them to travel and to meet and network with other remote publishing students and with MFA in Creative Writing Students  5. More cross-listed courses with the MBA/Marketing/Leadership programs | 1. This was implemented in AY 2021-2022 2. This was specifically achieved in GPP 7165 Editing Book Length Fiction. Publishing and MFA students were working together on novel length projects. 3. This program was eliminated by the college administration. I hope to be able to reinstate it for Summer 2024. 4. This program was also eliminated by the college administration. 5. MGT 6735 Business Plan Writing I: Overview of the Entrepreneurial Adventure | 1. It is now easier for students to taylor their course work to their desired goals, and it has simplified advising. 2. Having a sense of community is difficult in an online program. This collaboration between and MFA course (CRW 7165 Novel Workshop) and a Publishing course (GPP 7165 Editing Book Length Fiction) was successful and gave students in both programs a taste of what it will be like to work with editors and writers. 3. Students were very disappointed by this decision, especially in light of how successful the first Summer Publishing Seminar was. This also gave students an opportunity to meet and network with each other, MFA students, and outside community members. 4. Publishing students have never had an opportunity to study abroad, and so this had no impact on student learning, other than it would have been a wonderful opportunity for them. 5. Four of the 10 students registered for this course are in the Publishing program. This clearly shows the students’ desire to take these types of courses. |
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