|  |  |  |  |
| --- | --- | --- | --- |
| **ROSEMONT COLLEGE**  Yearly Discipline Assessment Report    **Discipline:** English and Writing  **Discipline Coordinator:**  Name: Katie Baker Phone: ext 2339 Email: [kbaker@rosemont.edu](mailto:kbaker@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)** |
| GOAL 1: Students will be able to master the techniques of information literacy and argument driven literary criticism. They will then be able to apply and to integrate these skills to research-based literary criticism, through both written work and through oral discussion.  Objective 1-1: Students will effectively and responsibly evaluate and use digital and print resources in their study of literature.  Objective 1-2: Students will write reports, papers, and projects of increasing difficulty and length, which will integrate their research and critical thinking skills. | Major courses offered this past academic year are **bolded**:  ENG 0201, ENG 0211, ENG 0222, ENG 0255, **ENG 0302, ENG 0360, ENG 0395** | Students in these courses earned average or above average scores in the rubric areas that addressed this objective ( 3 or better in most rubric areas). Areas of low scores individually indicate low attendance or participation levels.  This goal and its objectives are embedded into every English course ( Gen Ed or major) and are assessed through the following assignments and activities:  Class annotations of primary and secondary sources; short literary analysis papers; discussion leaders; anthology projects; in class presentations; short quizzes; midterm exam; final exam; conferences. | * More dedicated and specific library research sessions or opportunities to work with a librarian * More opportunities to lead class discussions with the goal of incorporating research on literary criticism and texts. * Continue to provide students with Q and A sessions related to literary research and writing |
| GOAL 2: Students will be able to communicate orally in a clear and professional manner to present speeches and reports. This in turn will help translate to the professional sphere.  Objective 2-1: Students will develop presentations and reports that are focused, organized according to a formal outline, and documented according to MLA guidelines where appropriate. Once again, they will master the skills of information literacy while integrating any research.  Objective 2-2: Students will learn oral presentation skills that enable them to effectively communicate in front of large and small groups  Objective 2-3: Students should be able to engage in organized research, evaluate, and integrate source material effectively to create written expository essays/reports of varying lengths in their daily lives, the business world, graduate and professional school, and elementary and secondary school teaching | ENG 0201, ENG 0211, ENG 0222, ENG 0255, **ENG 0302, ENG 0360, ENG 0395** | Students in these courses earned average or above average scores in the rubric areas that addressed this objective ( 3 or better).Areas of low scores individually indicate low attendance or participation levels.  This goal and its objectives are embedded into every English course ( Gen Ed or major) and are assessed through the following assignments and activities:  Class annotations of primary and secondary sources; short literary analysis papers; conferences; discussion leaders; anthology projects; midterm exam; final exam; podcast projects and other digital projects; in class presentations; short quizzes. | * Continue to provide students with a space to lead class discussions with the goal of incorporating research on literary criticism and texts. * Have students connect literary texts and time periods with their own professional goals and practices. * Have students present in a wide variety of formats, online and in person. * Continue to work with students on presenting to various group sizes * work with MLA style conventions through class activities and outside workshops as well as online resources |
| GOAL 3: English majors will engage in critical analyses of literature and demonstrate an understanding of the major authors, literary time periods, and genres that serve as the foundation of study in this discipline.  Objectives 3-1: Students will develop an understanding of a range of approaches to literary study, as shown in the required course “Critical Approaches to Literature,” as well as having exposure to literary study in the 200 level courses as offered.  Objectives 3-2: Students will demonstrate their knowledge of key literary authors, genres, and time periods, as well as their ability to seek the connections across temporal, generic, and geographic divides, through the three representative essays, one of which must be pre-1880, which will comprise their Comprehensive Portfolio Project along with an Evaluative Essay. | **ENG 302, ENG 0360, ENG 0395**  **ENG 0490 ( Senior Seminar) was not offered in Spring 2023 because there were no graduating English majors.** | English majors ( and/ or English and Communication majors) in these courses earned average or above average scores in the rubric areas that addressed this objective ( 3 or better in most rubric areas). The lowest earned grade in the major courses was an A-.  This goal and its objectives are applied to the three classes listed in the column to the left, as they are upper level major specific courses not found within the General Education program.  Short literary analysis papers; discussion leaders; in class presentations; short quizzes; conferences; response papers; midterm exams; final exams; recitations; in class writing; participation.  Students in these courses had already built a strong foundation of reading literary texts from other courses, writing about these texts, and then also presenting them in a wide variety of formats  These courses were also small in size ( the largest had 6 students and the smallest had 2) | - Continue to work with English majors on understanding the wide range of genres of study and how to take what they have learned in 200 level courses for application in advanced study through supplemental resources, workshops, library sessions, and experimental learning embedded into the major courses. |

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

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

|  |  |  |
| --- | --- | --- |
| Because of how important the goals related to information literacy are and its objectives, many of the activities and assignments in the English courses focus on accessing quality research sources, integrating these sources into the curriculum through in class activities and formally written assignments, and also through oral presentations and discussions. Not all students come to these courses having practice with finding literary sources, and this can make it difficult for the instructor to find a balance in the class of assisting those who need the help and for those whom it may be a refresher.  More dedicated library sessions if possible can help bridge this gap and provide a space to research more specific issues and topics.  In the future, students in courses may also benefit from more opportunities to lead in class discussions, providing peers with the information to access research on literary texts and findings. These include a wide variety of formats to mirror the professional world, including online and in person oral presentations. Continued practice of presentations ( discussions, formal presentations, recitations) is encouraged and to a variety of audience sizes.  GOAL 3: | Ideally, we would continue to move into the fall semester with ideas on implementing these pedagogical practices into our courses and use some of these methods in the fall courses, both those held in person and online.  Unfortunately, some of this is based on future enrollment and staffing, so it might be difficult to accomodate all of our plans, which are also dependent on what courses are fully enrolled. | Not so much change but to keep evolving the major, its offerings, and opportunities to students and make strides in recruiting new majors to the program. We outlined many of these ideas and initiatives in this past year’s Curriculum Review.  We have a strong English department on campus, with a wide variety of General Education courses offered throughout the college GE curriculum and with unique and specific courses offered within the major itself.  Our vision for the program is to provide students with courses that connect the importance of studying the history of English language, to help to strengthen the liberal arts education by studying the language, to emphasize the importance of critical writing and reading, and to celebrate literature, past and present. We also want our students to read and listen with care to others whose experiences and perspectives are different from their own. |

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

|  |  |  |
| --- | --- | --- |
| —Creative Writing minor: Our last plan had included ideas for a Creative Writing minor which was just approved in the Spring 2023 semester and has 8 students enrolled | The creative writing minor was approved. | - This will be better assessed and measured in the fall semester but the interest and excitement of the minor and quick enrollment in creative writing courses indicated there is deep interest around all major and program areas. |