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| **ROSEMONT COLLEGE**  Yearly Discipline Assessment Report    **Discipline:** Writing Studies— SGPS  **Discipline Coordinator: Katie Baker**  Phone: ext 2339 Email: kbaker@rosemont.edu  **Date Submitted:** June 4, 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 achieve competency in technical and professional writing  Objective 1: Students will demonstrate the ability to research, evaluate source material, and effectively create written business, scientific, and creative works.  Objective 2: Students will demonstrate an understanding of the ethical implications of written work.  Objective 3: Students will learn how to adapt their voice according to the writing situation.. | \*\*The majority of these classes are cross listed with the UC college. Those boiled are specific to the Writing Studies program.  ENG 0201, ENG 0222, ENG0237,  WRTG 0201, **WRTG 0210**, WRTG 0240, **WRTG 0251** | 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 participation levels or a lack of finishing the course.  This goal and its objectives are embedded into every English and Writing course ( Gen Ed or major) offered in the Writing Studies program and are assessed through the following assignments and activities:  Class annotations of primary and secondary sources; short literary analysis papers; discussion leaders; anthology projects; short quizzes; final project; online conferences.  The majority of these course are cross listed with the UC. All are held in an online format in the 7 week sessions. | * More opportunities to lead class discussions with the goal of incorporating research on literary criticism and texts, especially as they relate back to professions. * Continue to provide students with Q and A sessions related to literary research and writing * embedded library workshops and “Ask A Librarian” modules in Canvas |
| GOAL 2: Students will be able to analyze and critically evaluate texts.  Objective 1: Students will demonstrate the ability to write constructive and critical feedback.  Objective 2: Students will demonstrate an understanding of complex literary texts and the work of peers. | ENG 0201, ENG 0222, ENG0237,  WRTG 0201, **WRTG 0210**, WRTG 0240, **WRTG 0251** | 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 participation levels or a lack of finishing the course.  This goal and its objectives are embedded into every English and Writing course ( Gen Ed or major) offered in the Writing Studies program and are assessed through the following assignments and activities:  Class annotations of primary and secondary sources; short literary analysis papers; discussion leaders; anthology projects; short quizzes; final project; online conferences.  The majority of these course are cross listed with the UC. All are held in an online format. | 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 through recordings (audio/video/etc) and leave peer feedback in other ways aside from text. |
| GOAL 3: Students will demonstrate proficiency in cultural literacy skills.  Objective 1: Students will understand how culture influences perspective and the development of voice.  Objective 2: Students will gain an understanding of writing across cultures. | ENG 0201, ENG 0222, ENG0237,  WRTG 0201, **WRTG 0210**, WRTG 0240, **WRTG 0251** | * 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 participation levels or a lack of finishing the course. * This goal and its objectives are embedded into every English and Writing course ( Gen Ed or major) offered in the Writing Studies program and are assessed through the following assignments and activities: * Class annotations of primary and secondary sources; short literary analysis papers; discussion leaders; anthology projects; short quizzes; final project; online conferences. * The majority of these course are cross listed with the UC. All are held in an online format. | * continue to read texts from a wide variety of authors and backgrounds for discussion and interpretation |

**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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| Because the program is newly revised, immediate plans for improvement include the following:   1. increase enrollment in the program 2. continue to rotate through the course offerings with enough frequency 3. Keep creating and evolving different electives for the program 4. work on advertising the courses and offerings within the program 5. offer guest speakers/ lectures targeted to the program 6. work with the SASC/ Writing Center to develop writing resources specifically for these courses 7. work with the library on building course guides for these classes in the Writing Studies program | 1-2 years but would like to increase enrollment in the next year | The program is so newly revised that any improvements and modifications will help moving forward. The goal is not to have multitudes of students; rather, it is to teach and work with students who have an invested interest in Writing Studies. |

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

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| None | N/A | N/A |