

**Literature, Journalism, Writing, and Languages (LJWL)**  
**PLO Data for Writing, FA2024 - SP2025**

**Learning Outcome 1:**

Students who complete the program will be able to apply creative and advanced skills in various forms and genres of writing.

**WASC COMPETENCY: Written Communication**

**Outcome Measure:**

WRI4020 portfolio measured each spring by at least two writing program faculty. The portfolio includes an introduction (examining the writer’s influences, research, and goals) along with revised versions of several of the best writing samples across genres from previous writing courses. Depending on the student’s post-graduation goals, this portfolio might be tailored for graduate school applications, agent queries, or another specific use.

**Criteria for Success (how do you judge if the students have met your standards):**

100% of the students scoring at least 15 of 20 on the AAC&U Written Communication Rubric and 60% of the students scoring at least 17 of 20.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. **Broad Integrative Knowledge**
3. **Intellectual Skills/Core Competencies**
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>Number of students</b>		4	2	3	7	3	3
<b>Percentage at 15 or above</b>	Assessor #1	100%	100%	66%	100%	100%	100%
	Assessor #2	100%	100%	100%	100%	100%	100%
<b>Percentage at 17 or above</b>	Assessor #1	100%	100%	66%	100%	100%	100%
	Assessor #2	100%	100%	100%	100%	100%	100%


**Conclusions Drawn from Data:**

The portfolios from writing majors were very strong this year. Our sample size is small because we are teaching out the Writing, BA because it has been combined with literature for a new English, BA. Our students have consistently performed well.

**Changes to be Made Based on Data:**

No changes are needed.

## Rubric Used: AAC&U Written Communication Rubric

 <b>WRITTEN COMMUNICATION VALUE RUBRIC</b> <i>for more information, please contact <a href="mailto:value@aacu.org">value@aacu.org</a></i>				
<b>Definition:</b> Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.				
<i>Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.</i>				
	Capstone 4	3	Milestones 2	Benchmark 1
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates	Uses straightforward language that generally	Uses language that generally conveys meaning to readers with clarity, although writing may	Uses language that sometimes impedes meaning
	meaning to readers with clarity and fluency, and is virtually error-free.	conveys meaning to readers. The language in the portfolio has few errors.	include some errors.	because of errors in usage.

**PLO Data for Writing, FA2023-SP2024**

**Learning Outcome #2:**

Students who complete the program will be able to demonstrate knowledge of the conventions and terminology of creative writing and advanced writing within literary and non-literary texts.

**WASC COMPETENCY:** Information Literacy

**WASC COMPETENCY:** Critical Thinking

**Outcome Measure:**

WRI4020 Portfolio measured each Spring by at least two Writing Program faculty. The portfolio includes an introduction (examining the writer’s influences, research, and goals) along with revised versions of several of the best writing samples across genres from previous writing courses. Depending on the student’s post-graduation goals, this portfolio might be tailored for graduate school applications, agent queries, or another specific use.

**Criteria for Success (how do you judge if the students have met your standards):** 100% of the students scoring at least 15 of 20 on the AAC&U Information Literacy Rubric and 60% of the students scoring at least 17 of 20.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	
<b>Number of students</b>		4	2	3	7	3	3	
<b>Percentage at 15 or above</b>	Assessor #1	100%	100%	100%	100%	100%	100%	
	Assessor #2	100%	100%	100%	100%	100%	100%	
<b>Percentage at 17 or above</b>	Assessor #1	100%	100%	100%	100%	100%	100%	
	Assessor #2	100%	50%	100%	100%	100%	100%	

**Conclusions Drawn from Data:**

Students are demonstrating knowledge of the conventions and terminology of creative and advanced writing.

**Changes to be Made Based on Data:**

Last year, we said the writing faculty might consider adopting or creating a new rubric that more directly aligns with our goals for this learning outcome as well as the WASC competencies of Information Literacy and Critical Thinking. Instead, we combined our major with literature under a larger English major umbrella to strengthen our programs and better serve our students. We will certainly reconsider our assessment practices for the coming year as we move into this new major structure.

## Rubric Used AAC&U Information Literacy Rubric



### INFORMATION LITERACY VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)

**Definition:** The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.  
- The National Forum on Information Literacy (*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*)

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
<b>Determine the Extent of Information Needed</b>	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
<b>Access the Needed Information</b>	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
<b>Evaluate Information and its Sources Critically*</b>  *Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view.)	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority.)	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency.)	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question.)
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
<b>Access and Use Information Ethically and Legally</b>	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

### PLO Data for Writing, FA2023-SP2024

#### **Learning Outcome #3:**

Students will be able to engage in writing and editorial processes in a professional environment.

#### **Outcome Measure:**

Internship Supervisor's Report. (See next page.)

#### **Criteria for Success (how do you judge if the students have met your standards):**

All students rated at "Met expectations" or above by the Internship supervisor.

#### **Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

#### **Longitudinal Data:**

In 2018, we added a point-based scale to the internship supervisor evaluation so we could gather numerical data for this PLO to match the other program outcomes.

In 2023, we adjusted the percentage measurements below to 12 and 15. If students "Met expectations" across all tasks, they would earn a 12. We had previously been measuring at 15 and 17, which didn't match the rubric and our criteria for success.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>Number of students</b>	3	3	5	7	2	2
<b>Percentage at 12 or above</b>	100%	100%	100%	100%	100%	100%
<b>Percentage at 15 or above</b>	100%	100%	100%	100%	100%	100%

#### **Conclusions Drawn from Data:**

This outcome was measured on only two of the three students as one student had transferred in internship credit.

#### **Changes to be Made Based on Data:**

No changes needed. Our interns are very highly regarded, and organizations reach out to us to request our students. Our *lowest* scoring student this year had a comment on her supervisor evaluation that she's "a strong intern all around, and it's difficult for me to think of weaknesses." This piece of the program is working well.

#### **Rubric Used**

No formal rubric is used.

### Internship Supervisor's Report

#### I. PERFORMANCE EVALUATION

List tasks performed by intern, and evaluate appropriately:

5 = Far exceeded expectations

2 = Almost met expectations

4 = Exceeded expectations

1 = Failed to meet expectations

3 = Met expectations

1. Task:	Score:
2. Task:	Score:
3. Task:	Score:
4. Task:	Score:
OVERALL:	

#### II. WORKER'S TRAITS

Professionalism:
Communication Skills:
Initiative and Resourcefulness:
Maturity, Poise, Self-Confidence:
Writing Ability:
Dependability:
Teamwork:
Recommended Grade:

ADDITIONAL COMMENTS (Strengths, weaknesses, additional suggestions)

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**PLO Data for Writing, FA2023-SP2024**

**Learning Outcome #4:**

Students who complete the program will be able to present creative work to formal audiences, demonstrating strategies for audience engagement and oral communication of written work.

**WASC COMPETENCY: Oral Communication**

**Outcome Measure:**

WRI 4020 Advanced Writing Workshop Final Oral Presentation.

**Criteria for Success (how do you judge if the students have met your standards):** 100% of the students scoring at least 12 of 20 on the AAC&U Oral Communication Value Rubric total score and 80% of the students scoring 15 of 20.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>Number of students</b>		4	3	3	7	3	3
<b>Percentage at 12 or above</b>	100%	100%	100%	100%	100%	100%	100%
	100%	100%	100%	100%	100%	100%	100%
<b>Percentage at 15 or above</b>	100%	100%	100%	100%	100%	100%	100%
	100%	100%	100%	100%	100%	100%	100%

**Conclusions Drawn from Data:**

The evidence indicates that the PLO was far exceeded. The lowest score was 18; the highest was 20. The oral presentations were very strong this year. We feel good about the caliber of our students and our program.

**Changes to be Made Based on Data:**

No changes are needed.

**Rubric Used**

AAC&U Oral Communication Value Rubric

**ORAL COMMUNICATION VALUE RUBRIC**  
*for more information, please contact [valu@aacu.org](mailto:valu@aacu.org)*



**Definition**

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones		Benchmark 1
		3	2	
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

**\*NOTE: WASC competency Quantitative Reasoning has not been assessed. We are implementing a plan to figure out how to assess this competency.**