

LITERATURE, JOURNALISM, & MODERN LANGUAGES
Core Competencies

Learning Outcome:

Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:

ETS Proficiency Profile Exam

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

85% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking.

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:

	Percentage of Students Marginal or Proficient				
	2012-13	2013-14	2014-15	2015-16	2016-17
ETS Proficiency Profile Level 2 Critical Thinking	100.0%	100.0%	85.7%	92.5%	95.7%

Conclusions Drawn from Data:

Students in the department continue to meet or exceed the criteria for success.

Changes to be Made Based on Data:

No changes will be made based upon the data.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

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Learning Outcome:

Written: Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure:

ETS Proficiency Profile Exam

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

90% of the students will be marginal or proficient at Level 2 Writing.

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:

	Percentage of Students Marginal or Proficient				
	2012-13	2013-14	2014-15	2015-16	2016-17
ETS Proficiency Profile Level 2 Writing	83.3%	100.0%	100.0%	87.5%	95.7%

Conclusions Drawn from Data:

After just missing the benchmark last year, the students in the department rebounded nicely and exceeded the criteria for success.

Changes to be Made Based on Data:

No changes will be made based upon the data.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

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Learning Outcome:

Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

Outcome Measure:

ETS Proficiency Profile Exam

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

75% of the students will be marginal or proficient at Level 2 Math.

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:

	Percentage of Students Marginal or Proficient				
	2012-13	2013-14	2014-15	2015-16	2016-17
ETS Proficiency Profile Level 2 Math	83.3%	100.0%	85.7%	87.5%	87.0%

Conclusions Drawn from Data:

Students continue to exceed the benchmark established.

Changes to be Made Based on Data:

No changes will be made based on the data.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

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Learning Outcome:

Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

Outcome Measure:

The various programs in the department (Writing, Journalism, Broadcast Journalism, Literature, Spanish, and French) measure the outcome somewhat differently, but all rely on a research project completed in the final semester of work.

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

For the Literature program, an average score of 85% on the AAC&U Information Literacy Value Rubric. For the Writing, Journalism and Broadcast Journalism programs, a score of at least 14 from the raw data on the Information Literacy Value Rubric. For the Spanish program, of a score of at least 85% on the ACTFL Writing Rubric.

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:

	Percentage that met or exceeded target		
	2014-15	2015-16	2016-2017
Information Literacy Score	67%	N/A	93.3%

Conclusions Drawn from Data:

With two exceptions, students in the various programs in the department met the criteria.

Changes to be Made Based on Data:

No program changes will be made based on the data. Clearer alignment with the core competency reporting needs to be established for the Journalism, Broadcast Journalism, and Writing programs. All three programs will be adopting a portfolio-based assessment plan.

Rubric Used

ACTFL Writing Rubric and AAC&U Information Literacy Value Rubric
<https://www.aacu.org/value/rubrics/information-literacy>

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Learning Outcome:

Oral Communication: Students will be able to effectively express ideas and information to others through oral communication.

Outcome Measure:

The various programs in the department measure the outcome differently. The French and Spanish program faculty administers an Oral Proficiency Exit Interview. The Literature, Journalism, Broadcast Journalism, and Writing programs require oral presentations.

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

In Spanish, 70% of the students scoring over 80%. In French, all students scoring at least at the Intermediate/Low level. In Literature, all students scoring 80%. In Writing, Journalism, and Broadcast Journalism, a raw score of at least 14 on the rubric.

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:

	Percentage that met or exceeded target		
	2014-15	2015-16	2016-2017
Oral Communication Score	83%	N/A	94.2%

Conclusions Drawn from Data:

With two exceptions, students in the department met the criteria for success.

Changes to be Made Based on Data:

No curricular changes will be made based on the data. But the Broadcast Journalism, Journalism, and Writing programs will work to standardize their reporting of the data.

Rubric Used

In the Literature, Writing, Journalism, and Broadcast Journalism programs, the AAC&U Oral Communication Value Rubric. <https://www.aacu.org/value/rubrics/oral-communication>