

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 | 2017-18 |
| ETS Proficiency Profile Level 2 Critical Thinking | 100.0% | 100.0% | 85.7% | 92.5% | 95.7% | 77.3% |

Conclusions Drawn from Data:

For the first time since we began measuring the learning outcome, students failed to meet the criteria for success.

Changes to be Made Based on Data:

No changes will be made based upon the data. But we will continue to monitor student performance to determine whether the 17-18 scores are an aberration or whether they represent a problem we need to address.

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 | 2017-18 |
| ETS Proficiency Profile Level 2 Writing | 83.3% | 100.0% | 100.0% | 87.5% | 95.7% | 90.9% |

Conclusions Drawn from Data:

For the second year in a row, students 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 | 2017-18 |
| ETS Proficiency Profile Level 2 Math | 83.3% | 100.0% | 85.7% | 87.5% | 87.0% | 68.2% |

Conclusions Drawn from Data:

For the first time since we began measuring the learning outcome, students failed to meet the criteria for success.

Changes to be Made Based on Data:

No changes will be made based on the data. But we will continue to monitor student performance to determine whether the 17-18 scores are an aberration or whether they represent a problem we need to address.

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, Multimedia 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 and Multimedia Journalism programs, a score of at least 15 from the raw data on the Information Literacy Value Rubric. For the Spanish program, 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 | | | |
|----------------------------|--|------|-------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Information Literacy Score | 67% | N/A | 93.3% | 100% |

Conclusions Drawn from Data:

Students in the Literature and Languages programs met the criteria for success. No data was available for the Writing and Multimedia Journalism programs because they are in transition to assessment plans measuring all PLOs each year.

Changes to be Made Based on Data:

No program changes will be made based on the data. The Writing and Multimedia Journalism programs will begin collecting annual data in the spring of 2019.

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, Multimedia 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 15 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 | | | |
|--------------------------|--|------|-------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Oral Communication Score | 83% | N/A | 94.2% | 90% |

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.

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>