

LITERATURE, JOURNALISM, WRITING, & LANGUAGES
Core Competencies
2019-2020

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

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

Aligned with DQP Learning Areas (circle/highlight 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 | | | | | | |
|--|---|---------|---------|---------|---------|---------|-----------------------------|
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Number of students | | | | | | | |
| ETS Proficiency Profile Level 2 Critical Thinking | 100.0% | 85.7% | 92.5% | 95.7% | 77.3% | 95.2% | No new data due to Covid-19 |

Conclusions Drawn from Data

For the first time since we began measuring the learning outcome, students failed to meet the criteria for success in Spring 2018; however, last year (2019) they showed a return to a high degree of Critical Thinking skills.

Changes to be Made Based on Data

The 2017-18 scores were happily an aberration; 2018-19 students performed very well in Critical Thinking skills, so we will make no changes at this time.

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

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

Aligned with DQP Learning Areas (circle/highlight 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 | | | | | | |
|--|---|---------|---------|---------|---------|---------|-----------------------------|
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Number of students | | | | | | | |
| ETS Proficiency Profile Level 2 Writing | 100.0% | 100.0% | 87.5% | 95.7% | 90.9% | 90.5% | No new data due to Covid-19 |

Conclusions Drawn from Data:

For three years 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

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

Aligned with DQP Learning Areas (circle/highlight 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 | | | | | | |
|---|---|---------|---------|---------|---------|---------|-----------------------------|
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Number of students | | | | | | | |
| ETS Proficiency Profile Level 2 Math | 100.0% | 85.7% | 87.5% | 87.0% | 68.2% | 66.7% | No new data due to Covid-19 |

Conclusions Drawn from Data:

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

Changes to be Made Based on Data:

As the downward trend in Math proficiency continues, perhaps the Mathematics program needs to investigate the issue, working with LJWL as appropriate. One possible reason could be the increasing number of transfer students who could have earned their mathematics credits elsewhere.

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

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/highlight 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 | 2019 | 2019-20 |
| Number of students | | | | | | |
| Information Literacy Score | 67% | N/A | 93.3% | 100% | 100% | 100% |

Conclusions Drawn from Data

Students in LJWL met the criteria for success.

Changes to be Made Based on Data

No programs changes will be made based on the data. The Journalism program began 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

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 Multimedia Journalism, a raw score of at least 15 on the rubric.

Aligned with DQP Learning Areas (circle/highlight 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 | 2019 | 2020 |
| Number of students | | | | | | |
| Oral Communication Score | 83% | N/A | 94.2% | 90% | 100% | 100% |

*Spring data

Conclusions Drawn from Data

Students in LJWL 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>