

LITERATURE, JOURNALISM, WRITING, & LANGUAGES
Core Competencies
2020-2021

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						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of students							17
ETS Proficiency Profile Level 2 Critical Thinking	85.7%	92.5%	95.7%	77.3%	95.2%	No new data due to Covid-19	70.6%

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, in 2019 students showed a return to a high degree of Critical Thinking skills. The 2021 results are the lowest of the last six years which may be a result of Covid-19 circumstances and matches a trend similar to other PLNU humanities programs over this time period.

Changes to be Made Based on Data

2017-18 scores were an aberration so LJWL made no changes at that time. Lower results in 2021 may reflect the impact of Covid-19 circumstances, so LJWL will compare and contrast with 2022 results.

Rubric Used

No rubric. LJWL uses 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						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of students							17
ETS Proficiency Profile Level 2 Writing	100.0%	87.5%	95.7%	90.9%	90.5%	No new data due to Covid-19	82.4%

Conclusions Drawn from Data:

From 2017 to 2019, students exceeded the criteria for success. The 2021 results are the lowest of the last six years which may be a result of Covid-19 circumstances and matches a trend similar to other PLNU humanities programs over this time period.

Changes to be Made Based on Data:

Previously, no changes were made based upon the data. Lower results in 2021 may reflect the impact of Covid-19 circumstances, so LJWL will compare and contrast with 2022 results.

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						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2021-21
Number of students							17
ETS Proficiency Profile Level 2 Math	85.7%	87.5%	87.0%	68.2%	66.7%	No new data due to Covid-19	52.9%

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					
	2016	2017	2018	2019	2019-20	2020-21
Number of students						
Information Literacy Score	N/A	93.3%	100%	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					
	2016	2017	2018	2019	2020	2021
Number of students						
Oral Communication Score	N/A	94.2%	90%	100%	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>