

Assessment Data Languages Outcome FELO 2c (2021-2022)

Learning Outcome:

FELO 2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

Outcome Measure:

FRL 1002 Signature Assignment (at the end of each spring semester) (For SPA, FRE, GER)

Writing Prompt:

Based on your experiences with cultural readings, presentations or attendance to cultural events, discuss some of what you learned about the differences in ideas, experiences, customs, habits and culture of the diverse groups studied. If possible, reflect on how you might have changed or adjusted some of your own beliefs and views regarding issues of diversity, other cultures or your own.

Rubric for FELO 2c and CLO 5:

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Complex Issues of Diverse Groups	Demonstrates evidence of deep reflection and adjustment in own attitudes and beliefs as a result of learning from diverse communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diverse communities and cultures.	Has awareness that own experiences, attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diverse communities and cultures.	Is indifferent or resistant to differences in cultural experiences. Expresses attitudes and beliefs that do not demonstrate awareness of differences in diverse communities and cultures.

Criteria for Success:

80% of the students completing the Foreign Language sequence will reach milestone 2 or higher as directed in the rubric (on a scale of 1-4 with 1 being low).

Longitudinal Data:

	Percentage of Class at 2 or Higher							
	2015	2016	2017	2018	2019	2020	2021	2022
Complex Issues of Diverse Groups	97%	93%	88.5%	99.1%	96%	97.2%	98.1%	98.6%

Breakdown of FELO 2c ratings, out of 76 random samples from 1002 courses in SPA, FRE, GER:

4 - 31
3 - 38
2 - 6
1 - 1

Conclusions Drawn from Data:

We gave the FELO 2c writing prompt as part of the final exam. We have found this to be a sure way for students to take it seriously and complete it. The prompt is given to all SPA 1002, FRE 1002, and GER 1002 courses. Not all of the language courses (SPA, FRE, GER) have the same cultural requirements. Spanish courses now require all students to participate in at least 5 cultural events, normally out in the community, but since the start of the Covid-19 pandemic there is now and has continued to be a focus on presentations (on Zoom at first, now more in person). Offerings of the same type are less frequent in the other languages; however, all of the classes can incorporate presentations, films, readings, music, etc. as ways of exposing students to the target culture. The Spanish section required five cultural assignments in fall 2021, including assignments on anti-racism initiatives. Although this is a key focus, there is not 100% consensus among Spanish faculty to require all five assignments to have an anti-racism focus. Likewise, the FRE faculty do not follow the five assignment requirement (with a focus on anti-racism initiatives). This issue and requirements for Spanish assignments will be addressed more during the 2022-23 academic year. We have also included the breakdown of FELO 2c ratings to have a better idea of the numbers of levels from the results from the rubric (4, 3, 2, 1). Our goal is to show deeper reflection and adjustment of attitudes and beliefs concerning diverse communities and cultures. The data show that the majority of students are a 3 (38) or 4 (31) on the rubric provided. From these observations, it is evident that students are demonstrating evidence of deeper learning and reflection based on the materials studied. During the 2021-2022 academic year, students from a random sample were at 98.6% (at or above a 2 on the FELO 2c rubric). This result continues to show the effectiveness (because of such a high percentage) and we plan to continue with similar cultural offerings in the future.

Changes to be Made Based on Data:

We continue to emphasize the cultural component in our language classes. Students in Spanish are required to hold one conversation with a native speaker through TalkAbroad. We can direct these conversations to be around some cultural differences, and give students a chance to reflect on these. As a result of remote learning and adaptations since the start of the pandemic, some of the traditional assignments in the community were changed to reflect the new virtual environment. Fortunately, we did return to face-to-face instruction in fall 2021, and the cultural assignments reflected that, since we could do some activities in the local community. We were happy to do events outside of PLNU (fall 2021 and spring 2022), including watching films at the San Diego Latino Film Festival in spring 2022. The language section will continue to evaluate and consider the best options for cultural engagement activities in the 1001-1002 FE sequence due to the relevance and focus on diversity and cultural understanding in the PLNU community. At this time, there are no specific or major changes that will be made concerning the cultural assignments, but the faculty will be reviewing these activities during the 2021-2022 academic year.