

## Assessment Data Languages Outcome #2C

### Learning Outcome:

GELO 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 (each spring)  
*Writing Prompt*

Based on your experiences with cultural readings, presentations or attendance to cultural events, discuss your understanding of some of the differences in ideas, experiences, customs, habits and culture of the diverse groups studied.

### 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			
	2022	2023	2024	2025
Complex Issues of Diverse Groups	98.6%	100%	100%	100%

Number of scores from a random sample of 46 students in SPA, 15 in FRE and 11 in LAN1002 (Italian):

Score:

4: 33

3: 32

2: 4

1: 0

Three students in FRE1002 did not complete the assignment.

### Conclusions Drawn from Data:

For Spanish 1002, we gave the 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 LAN1002 (Italian). Not all of our courses have the same cultural requirements. Spanish courses require all students to attend cultural events put on by the Hispanic community at large; these can be outside of PLNU. We also assign cultural assignments that are more targeted to meet this specific GELO2C– these can be attending on campus events (such as the Wiley lecture series when themes touch on diverse groups), doing extra readings, making connections inside and outside the classroom. The other language classes incorporate outings, concerts, festivals, films, readings, music, etc. as ways of exposing students to the target culture, as available in the local community.

To note for this year- there were 3 students who did not complete the task or turn anything in for FRE1002, so we did not have any data for those students' reflection.

**Changes to be Made Based on Data:**

In Spanish we streamlined our grammar content in order to allow for more communicative activities and cultural integration. We have made an asserted effort to emphasize the cultural component in our classes. Students are now required to hold conversations with native speakers. We can direct these conversations to be around some cultural differences, and give students a chance to reflect on these. We made sure all faculty understood the scoring criteria of the rubric at the time of assessing, and we completed the assessment via Google docs with specific instructions immediately after the Final exam.

For FRE1002, we can adjust the assignment to ensure that it is a targeted signature assignment, in order to ensure student participation as well as to be explicit with what this assignment is measuring. Some students seemed to evaluate the culture much like they evaluate the overall course and content.

**Rubric for GELO 2c and CLO5:**

	Capstone 4	Milestones 3	Milestones 2	Benchmark
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.