

LJWL

FELO 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 102 Signature Assignment (each spring)

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.

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
Complex Issues of Diverse Groups	97%	93%	88.5%	99.1%	96%	97.2%

Conclusions Drawn from Data:

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 102, FRE 102 and GER 102, and Mandarin Chinese 102. Not all of our courses have the same cultural requirements. Spanish courses require all students to attend at least 3 cultural events outside of PLNU, put on by the Hispanic community at large. This requirement is easy to set given the large Hispanic community in San Diego and nearby. Offerings of the same type are less frequent in the other languages; however, other classes incorporate films, readings, music, etc. as ways of exposing students to the target culture. Due to the effects of remote learning during the second half of spring 2020 (as a result of COVID-19), some of the assignments were completed virtually through brief research projects and visits to virtual museums.

Changes to be Made Based on Data:

We continue to emphasize the cultural component in our classes. Students in Spanish are now required to hold conversations with native speakers 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 during the second half of spring 2020, some of the traditional assignments in the community were changed to reflect the new virtual environment. In retrospect, the language section is considering making some changes to the cultural assignments to adapt for fall 2020 and beyond. While we are still hoping to do events outside of PLNU, it is necessary to re-evaluate how we plan to offer these assignments, and to consider how to make these interactions relevant and engaging, in spite of the effects of COVID-19.

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.