

**Literature, Journalism, Writing and Languages (LJWL)**

**GELO Data, Languages: Fa2023 - Sp2024**

**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 (at the end of each spring semester) (For SPA, FRE, ITA)

**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	2021	2022	2023	2024
<b>Complex Issues of Diverse Groups</b>	97%	93%	88.5%	99.1%	96%	97.2%	98.1%	98.6%	100%	100%

**Numbers of scores from a random sample of 62 students in SPA, FRE and ITA 1002:**

- Score 4:** 32
- 3:** 34
- 2:** 5
- 1:** 0

**Conclusions Drawn from Data:**

We administer the GELO 2c writing prompt as part of the final exam. Students respond in English to the prompt in essay format in order to allow for more in-depth reflection. 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 ITA 1002 courses. Not all of the language courses have the same cultural requirements. Spanish courses require all students to participate in at least 5 cultural events per semester, sometimes out in the community, and as much as possible, through events we sponsor and organize on our own campus, in order to boost attendance and create a common cultural experience across sections. The Spanish students, who have completed a total of 10 cultural assignments and events over the course of 1001 and 1002, score higher than their counterparts in French and Italian, mainly due to the antiracist focus of

the events, and the wider range of content, including immigration and border issues, colonization, discrimination and *complexities of people’s realities*. This year the Italian students were able to attend plays and events put on by the Italian community in San Diego. We greatly appreciate the efforts of our new Italian Adjunct in taking an active role to seek out experiences that broaden the student’s language and cultural experience. A budget for these kinds of experiences in GE classes should be an established part of our GE program.

Although each language and each section can complete culture through a variety of ways, with different options available to the students (in-person, film, response, reflection, etc.), there is a marked increase in students who reached level 4 (Capstone) for Spanish sections, showing deeper reflection and adjustment of attitudes and beliefs concerning diverse communities and cultures.

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. French and Italian content is sometimes administered using the textbooks, or through community-building student events, such as culture and film nights.

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

Given the improvements we have made and the ongoing discussions of the importance of this learning outcome, we have been successful and need to continue what we are doing to maintain the level of high achievement. We continue to emphasize the cultural component in our language classes, and to include the GELO2c on our syllabi for reference. Students in Spanish are required to hold conversations with native speakers through TalkAbroad. The language section continues to see success from the changes to our cultural program, implemented in 2020. We benefit from the larger events across campus that target the diversity learning outcome, and we are partnering with Center for Justice and Reconciliation, the Wesleyan Center, and History and Political Science when it is appropriate to assign one of their events or lectures as our own cultural assignments.

The French and Italian GE classes can consider adding/ including some assignments that delve into people’s realities or challenges in society, as well as their current contact with club activities and the textbook. Even so, no one in our random sample this year scored a 1, the low score, since all responses showed a recognition and appreciation for cultural differences, as opposed to being indifferent, resistant or unaware.

**Rubric for GELO 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	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be	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

	communities and cultures.	learned from diverse communities and cultures.		awareness of differences in diverse communities and cultures.
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