1. **Name / Number of Course / Sequence:**
   FLGC 1150 Global Fluency and Awareness: Understanding Diversity through Languages, Literature, and Popular Culture

2. **SLO(s) being assessed:**
   Student will be informed and engaged citizens of the United States and the world. Understand and appreciate the diversity of societies of the United and State and the world.

3. **Department:**
   Foreign Languages and Literatures

4. **Department Representative:**
   Lourdes Betanzos

5. **AGSC Content Alignment:**
   AREA II: Humanities

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**Assessment Information**

6. **Assessment Method:** [Explain how assessment for the measures associated with this SLO – not grading for the course as a whole was conducted.]

   The Passport Portfolio (e-Portfolio) consists of five, one-page written, analytical reports about various diverse activities, such as planning an international trip, researching a study abroad program, interviewing an international student, attending a foreign film screening or a lecture by an international scholar, businessperson, or Counsel General. The Passport also requires an overall, conclusive narrative intended as a mini-capstone
and assessment from the student perspective. Students must show representation for a variety of countries- two of which must coincide with the two language areas presented in the course, 5 written reports of course-related intercultural activities and events, and a conclusive narrative about the overall experience. All of these items will be evaluated for Assessment Purposes by a committee consisting of FLL faculty on a 4 point Likert Scale (4 = Excellent, 3 = Good, 2 = Satisfactory, 1 = Deficient, 0 = Unsatisfactory) according to the following expected outcomes:

Outcome One: Students in FLGC 1150 demonstrates awareness and knowledge of diverse cultures in the US and across the world.
Method of Assessment: Student demonstrates participation in a variety of activities utilized for the 5 written reports in the Passport Portfolio.

Outcome Two: Students in FLGC 1150 demonstrates understanding of sociolinguistic diversity in the US and the world.
Method of Assessment: Student shows representation of a variety of countries- two of which must coincide with the two language areas presented in the course- in the 5 written reports of the Passport Portfolio.

Outcome Three: Students in FLGC 1150 demonstrates overall evolving awareness as a global citizen.
Method of Assessment: Students demonstrates significant evidence of evolving awareness as a global citizen through the conclusive narrative of the Passport Portfolio.

7. Findings: [What assessment data did each assessment method produce?]

No assessment data collected yet for assessment.

8. How did you or will you use the findings for improvement: [What questions / issues/ concerns did your data raise for the faculty teaching the course? What discussion did the faculty have about the findings? What future actions to improve student attainment of this outcome will the department / program takes as a result of this analysis?]

Since the course is team-taught by two faculty members, there will be a rotation for teaching of this course which will be taught for the first time in Summer 2012. The Department will form a committee in charge of both assessing the annual outcomes report as well as training faculty: 1. in the technology used (most FLL faculty are familiar with instructional technology and can attend regularly offered CLA IT workshops) and 2. in the course content, which is aligned with the SLOs and exemplified by the co-developed course packet, and the evaluation of student work. The target language/s and cultures as well as the communities and groups involved in the service learning component may change and/or rotate according to specific language needs.
9. **Additional comments:** [What else would you like the Committee to know about your assessment of this course or plans for the future?]

   None

10. **Core Curriculum General Education Committee Comments:**

   Understandably, the report on FLGC 1150 is speculative, since data has not yet been collected. The plan to use an ePortfolio process seems innovative and useful, but there is some concern that not all the measures will be addressed, and that "evolution" in a student's awareness will be judged based on a single assignment. The Department will need to be ready to use the data it collects to inform revision to the course.