1. **AGSC Content Area of Alignment:** Area II: Humanities

2. **SLO(s) being assessed:** Student will...
   - SLO 8: Students will be informed and engaged citizens of the U.S. and the world.
   - SLO 9: Students will understand and appreciate diversity of an within societies of the U.S. and the world.

3. **Assessment Method(s):**
   [Explain how assessment for the measures associated with this SLO - not grading for the course as a whole - was conducted. You my cut/paste rubics for inclusion here, identify faculty reviewing committees, or identify specific kinds of test questions important to your method. Is this the method you initially planned to use? Provide a separate paragraph for each method].
   ASSESSMENT RUBRIC: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 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.

4. **Findings: What assessment data did each assessment method produce?**
   There is no data set yet, the course will be taught for the first time in Spring 2013.

5. **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 take 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 Spring 2013. The Department has formed a committee in charge of both assessing the annual outcomes report as well as ensuring that faculty is trained in: 1. the technology used (both CANVAS and e-Portfolio) and 2. the course content, which is aligned with the SLOs 8 & 9 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.
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<th>Core Curriculum Assessment Report</th>
<th>2011_12</th>
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<td>Lourdes Betanzos</td>
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<tr>
<td><strong>Course Name / number</strong></td>
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6. **Additional Comments:**
   [What else would you like the Committee to know about your assessment of this course or plans for the future?]

7. **Committee Comments**
   Mean rubric score= 1.44 (out of 4)Since this course has not been taught yet for the first time, no real assessment of it is possible.
ASSESSMENT PLAN:

FLGC1150 -- GLOBAL FLUENCY AND AWARENESS: Understanding Diversity through Languages, Literature, and Popular Culture

ASSESSMENT RUBRIC:

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 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.

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 Spring 2013. The Department has formed a committee in charge of both assessing the annual outcomes report as well as ensuring that faculty is trained in: 1. the technology used (both CANVAS and e-Portfolio) and 2. the course content, which is aligned with the SLOs 8 & 9 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.