2. **SLO(s) being assessed:** Student will..

   SLO 9: Students will understand and appreciate diversity of an within societies of the U.S. and the world.

3. **AGSC Content Area of Alignment:**

   Area II: Humanities

4. **Assessment Method(s):**

   [Explain how assessment for the measures associated with this SLO - not grading for the course as a whole - was conducted. You may cut/paste rubrics 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].

   The Department of Foreign Languages and Literatures (FLL) offers undergraduate students a team-taught course entitled “Global Fluency and Awareness: Understanding Diversity through Languages, Literature, and Popular Culture” (FLGC 1150). This course provides students with the skills needed to appreciate and interact with the diversity of contemporary human cultures, languages, and global issues. Students explore lifeways markedly different from their own through an introduction to two non-native languages as representational reflections of two different cultures and as the impetus for in-depth analysis of global identities. Readings, films, special projects, and lectures highlight understanding of and sensitivity to other cultures, countries, and peoples. This course seeks to address and abate some common misconceptions of «foreign» cultures as viewed by and in US-American society. Student Learning Outcome 9 The program assessed achievement of Student Learning Outcome 9. SLO 9 defines students’ ability to recognize, appreciate, and understand diversity. Among the sub-points addressed by SLO 9 are: 1) students “recognize the roles various people play in their culture”; 2) students “appreciate socio-cultural and international diversity among people”; and 3) students “demonstrate understanding of the need for awareness of intercultural diversity when relating to others in various cultures and situations.”

   **Methodology**

   The FLL Department assessed achievement of SLO 9 directly through final examination questions and indirectly through a three-page Exit Report. Faculty members directly assessed SLO 9 outcomes by including identification questions, analysis of cross-cultural situations, short essay questions on theoretical concepts and their application on the final examination (Appendix A). The faculty members also indirectly assessed achievement of SLO9 with a three-page learning evaluation written by each student responding to a series of prompts (Appendix B: “Exit Report”). The faculty members read and assessed both the final examinations and the Exit Reports and tabulated the results according to the rubric for SLO9.

   **DIRECT ASSESSMENT:**

   FINAL EXAM QUESTIONS: A total of 28 students enrolled in FLGC 1150 in Spring 2013. Work from all students in the course was assessed by faculty members directly. SLO 9: This learning objective states that “students will understand and appreciate the diversity of and within societies of the United States and the world.” It states that students should learn to “appreciate socio-cultural and international diversity among people; be able to demonstrate knowledge of issues in the United States and the world that concern people of different races, ethnicity, nationalities, religions, gender, sexual orientation, socioeconomic status, or those with disabilities or from different geographical locations; and be able to demonstrate knowledge of cultures outside the US, including knowledge of values, beliefs, traditions, and customs within other nations.” In order to achieve this, the course was structured so that it would foster the skills laid out in the “Advanced” category of SLO9. This means, for example, that students would be able to “articulate insights into their own cultural rules and biases,” “demonstrate sophisticated understanding of the complexity of elements important to members of another culture,” and “ask complex questions about other cultures, seek out and articulate answers to these questions that reflect multiple
cultural perspectives,” as well as “suspend their judgment in valuing their interactions with culturally different others.” Here are samples of the questions asked by the faculty members on the final exam as well as a brief explanation as to which part of SLO9 was targeted (See Appendix for complete copy of Final Exam). In Section I (Identification Section), the students were asked to define key terms from the course readings. Further, students were asked to give concrete and objective examples of how these terms apply in culture. This activity was designed to have them articulate their understanding of how cultural rules impact on the experience of space and time in culture, and how these, in turn, can lead to either stereotyping or reconciliation of diverse perspectives (used for SLO 9.1). Section II (Cross-Cultural Situations) required that students explain cultural differences “at work” in various scenarios. In these scenarios, difficulties arose between people of different national and ethnic backgrounds due to a lack of intercultural competence, which students were required to identify and explain (used for SLO 9.2). Section III was comprised of short essays as well as the application of concepts learned throughout the course. Rather than focusing on concrete “dos and don’ts” of different cultures, these essays required that students compose well-structured paragraphs in which they address abstract concepts about the universal dimensions of culture, thereby demonstrating a “sophisticated understanding of the complexity of elements important to another culture” (used for SLO 9.3).INDIRECT ASSESSMENT: EXIT REPORTAll 28 students enrolled in the course were required to submit an Exit Report, a three-page self-assessment of their learning outcomes. Faculty members read and evaluated all 28 Reports. Students were provided with guiding questions (see Appendix) which directed them to consider their learning in all three categories of SLO 9. To assess SLO 9.1 we included questions in the Survey such as “Have your thoughts about American stereotypes changed? If so, how? If not, why not?” For SLO 9.2 we asked questions such as, “Based on your work this semester and for the Passport Portfolio, how important do you think it is to achieve ‘Inter-Cultural Competence’ and why?” For SLO 9.3 we included questions such as, “What tools do you now have at your disposal for reconciling dilemmas based on different value systems?”

5. Findings: What assessment data did each assessment method produce?
See attached file
Attachment name: FLGC 1150 Findings 6-25-13.docx

6. Based on the comprehensive rubric for the appropriate SLO(s), indicate the extent of competency of the average student who has completed this core course in each learning outcome assigned to it:

<table>
<thead>
<tr>
<th>SLO</th>
<th>Level of Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 9</td>
<td>intermediate</td>
</tr>
</tbody>
</table>

7. 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?]

We have recommended to the next pair of instructors that are going to teach this course that they take more care in explicitly mapping the different sections of the course and the final exam onto the different categories of SLO 9. This should be done during the design phase of the course. We have recommended to the next pair of instructors for this course that they develop a more nuanced method of indirect assessment
by using the Passport Portfolio throughout the course to allow students to view and comment on their own
development of cross-cultural awareness as the course progresses. The Exit Report that we administered at
the conclusion of this term would then become the last entry into the Passport Portfolio. The whole
Passport Portfolio can be used, if necessary, for Indirect Assessment. It has also been suggested that we
consider applying a scantron survey at the beginning of the course and at the end of the course to
determine “value added” in terms of student acquisition of cross-cultural awareness. We have
recommended that the next instructors look into what the content of this scantron survey might involve.

8. Additional Comments:
   [What else would you like the Committee to know about your assessment of this course or plans for the future?]
   Thank you to the instructors of this course, Drs. Traci O’Brien and Evelyne Bornier, who gave a great class and
   wrote the bulk of this report.

9. Committee Comments:
DIRECT ASSESSMENT
Assessments of the answers to the final exam questions are illustrated in the chart below. Following the rubric for SLO 9, the faculty members graded each category on a scale of 4-1 (Advanced, Intermediate, Basic, Little/None) attempting to assess how well students demonstrated that they recognized diversity, made meaningful distinctions, and demonstrated awareness of the need for diversity.

Clearly, as our results show, the students demonstrated significant learning in the targeted SLO. However, our assessment method did not allow for much nuance across the three different categories comprising SLO 9. We need to reconsider how we map the different sections of the exam to the different categories of SLO9.

<table>
<thead>
<tr>
<th>SLO 9: Students will understand and appreciate the diversity of and within societies of the United States and the world.</th>
<th>Advanced</th>
<th>Intermediate</th>
<th>Basic</th>
<th>Little/None</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 9.1: Recognizes roles...</td>
<td>14</td>
<td>10</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SLO 9.2: Appreciates diversity...</td>
<td>14</td>
<td>10</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SLO 9.3: Demonstrates understanding...</td>
<td>14</td>
<td>10</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

The average score for the Direct Assessment is 3.29/4.0, which corresponds to Intermediate.

INDIRECT ASSESSMENT
Generally speaking, we found the results of the Exit Reports enlightening. The scores in the Advanced and Intermediate categories were reversed compared to the results of the direct assessment (see above). We surmise that this outcome may be the result of the subjective nature of the reporting as well as the fact that students were required to articulate their learning rather than to use a scantron sheet. We will discuss more nuanced methods of indirect assessment over the upcoming semesters.

Even after taking into consideration potential changes we might like to make in the assessment method, these results demonstrate significant achievement regarding SLO 9.

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<tr>
<td>SLO 9.1: Recognizes roles...</td>
<td>10</td>
<td>13</td>
<td>4</td>
<td>1</td>
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<td>13</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>
The average score for the Indirect Assessment is 3.14/4.0, which corresponds to Intermediate.

In sum, the 28 Final Exams and Exit Reports revealed significant learning in SLO9 on the part of the students in this FLGR1150 course. While very few students demonstrated Basic or Little/None learning in SLO9, most of the students enrolled in the course showed Intermediate and Advanced learning outcomes.

On the final exam, for example, students were asked to illustrate their understanding of the complexity of elements which underlie cultural differences, such as relationships to time, space, and other human beings. Students demonstrated this understanding by the acquisition and application of important concepts, such as “culture,” “culture shock,” “stereotyping,” “proxemics,” “territoriality,” and the “reconciling of (and not simply compromising on) cultural differences.” Students’ analyses of these concepts also demonstrated insight into their own cultural rules and biases. The Final Exam required that students obtain objective distance from these rules and biases in order to analyze intercultural situations. The Exit Reports required that the students articulate objective insights into how members of a culture are shaped by these rules and biases as well. Students articulated learning of the complexities that come into play in intercultural interactions and the sources of many cultural biases. This, in turn, resulted in their acknowledged ability to recognize and respond appropriately to potential conflicts arising in multicultural/intercultural situations. Students demonstrated understanding of the complexity of important elements shared by members of a culture and how this is expressed in cultural value systems. For example, students learned about how the perception of time and space varies between cultures, as well as the distinctions in relationships between human beings (e.g. communitarian versus individual), and that these seemingly unimportant factors were often at the root of deep cultural biases and misunderstandings. What previously could have elicited a judgmental response (“s/he is just wrong or rude!”) on the part of the students, was now handled with an increased awareness of the continuum of these relationships and values.