

Annual Report for Assessment of Outcomes 2012-13

Subject Area Committee Name: World Languages

Contact person: Kristi Tompkins

For LDC/DE: Core outcome(s) assessed: Cultural Awareness

For CTE: Degree or certificate* assessed: _____

*please attach a table showing the alignment of the degree or certificate outcomes with the College Core Outcomes

Please address the questions below and send to learningassessment@pcc.edu by **June 21, 2013** with Annual Report in the subject line

Note: Information provided in this report may be inserted into or summarized in Section 2C Program Review Outline.

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from recent outcome assessments. These may include but are not limited to changes to content, materials, instruction, pedagogy etc. Please be sure to **describe the connection** between the assessment results and the changes made.

For each outcome assessed this year:

2. Describe the assessment design (tool and processes) used. Include relevant information about:
 - The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).
 - The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?
 - Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report – OK to include in appendix). Where appropriate, identify benchmarks.
 - How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).
3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?
 - If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.
 - Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.

4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).

 5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.

World Languages
Core Outcome Assessment for Cultural Awareness for 2012-2013

I. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from recent outcome assessments. These may include but are not limited to changes to content, materials, instruction, pedagogy etc. Please be sure to describe the connection between the assessment results and the changes made.

In the 2011-2012 academic year, the World Languages SAC assessed two core outcomes: Community and Environmental Awareness and Self-Reflection. As a result of these assessments, we held a special in-service at the beginning of this academic year, on October 18th, 2012, to discuss already-implemented as well as planned changes to our curriculum. Instructors reported having made changes to the content, materials and instruction of their first and second year language courses in order to improve students' attainment of these outcomes.

A. Community and Environmental Awareness:

To assess student outcomes for Community and Environmental Responsibility, the World Language SAC created a direct assessment survey and a rubric. Students in the last class in the sequence of our second year language classes completed a survey in English in which they listed social and/or environment issues that they learned about in their language class. (We were very specific with students that they could only list issues that had been discussed in their language class, so that we could see what they had learned inside our classrooms, not outside.) Then students were asked to write paragraphs about what they thought might be potential causes and solutions to those problems, ways that people in the target-language speaking community might get involved with solving these problems, and, finally, any involvement that the student has had in helping to solve the issues raised. 107 out of 321 enrolled students completed this survey. Although we were pleased that students mentioned a wide range of social and/or environmental issues, there was still some room for improvement. As a result we have implemented the following:

- We established a plan to increase communication among instructors about curriculum.
 - Each language has planned a meeting to discuss which social and environmental issues to consistently incorporate at each language level, across the district.
 - The Spanish instructors started a site through Desire to Learn for curriculum and materials sharing, and other languages will soon be able to create a similar space on the platform. Every instructor gets administrative access to upload and share activities.
- We strengthened our resolve to deepen our students' connection to the local community:
 - We heard a presentation from the SY service-learning faculty coordinator about best practices in creating service-learning assignments.
 - We have increased our promotion of community events (involving immigrant communities) to students. This is done on an informal basis – as one instructor hears about an event (i.e. international women's day), she forwards the information to the SAC to share with students.

- Students in Japanese and ESOL, based on a long history of collaboration through tutoring, together participated in the talent show of the International Education week in Fall, 2011 and Fall, 2012, experiencing first-hand community building within our campus environment.
- Rock Creek Spanish department decided to offer (for the first time in many years) Hispanic Culture through Film in Spring 2013, which will deal directly with many of the community and social issues of Latin America.
- Many Spanish instructors have incorporated a new assignment called “cultural encounters” in which students go out into Latino community (i.e. visit a Latino grocery store, attend a bilingual theater production, interview a native Spanish-speaking friend, etc.) and then answer specific questions about what they learned.
- FT Chinese instructor Hsio-Yun and FT Spanish instructor Alejandra Bonifacino joined the 2012-2013 service-learning faculty cohort in a commitment to incorporate service-learning into future classes.
- Students of the Sylvania Japanese department participated in the tsunami awareness event organized by the Beaverton School in Spring 2011. Students worked with the K-12 students and visitors in the writing demonstration.
- Students in Spanish, French, and German have increased their participation in level 1-3 ESOL tutoring service-learning projects, in which they gain valuable insights into the issues facing local immigrant communities.
- The Sylvania Japanese department participated in the Camelia Festival organized by the Newberg Chehalem Culture Center, presenting the Japanese art of flower arrangement and calligraphy in Spring, 2011, 2012 and 2013.
- The Rock Creek Japanese department, in collaboration with the International Initiatives committee, hosted the Origami workshop co-sponsored by the Japan Consular Office of Portland and the Japan America Society of Oregon in winter, 2013. The event attracted 200 visitors from the community.
- Second year Japanese students have tutored the first year students gaining experience in community building on campus through the Special Project in Education course, in 2012-2013.
- We developed new activities to incorporate environmental issues into classes
 - We shared ideas for specific songs to use in class that deal with environmental issues.
 - We shared ideas for including environmental issues into regular activities (ie- when students learn vocabulary for discussing daily routines, we include water and electricity usage.)
 - The French department switched to a new first year textbook that incorporates more readings and videos on environmental and social issues. (The Spanish department has been using the Spanish version of this same textbook, and reaffirmed their commitment to it.)

- The Russian second year textbook has been revised to incorporate environmental issues into course readings.
- The Sylvania Japanese department also decided to offer (for the first time in several years at Sylvania campus) Japanese Culture course in Spring 2013, introducing Japanese community and social issues.

B. Self-Reflection:

To assess student outcomes for Self Reflection, the World Language SAC created a direct pre and post assessment survey and a rubric. In Fall 2011 first year language students completed a pre survey in English that enabled instructors to rate students' levels of self-reflection that pertain to their language learning strategies, their ability to value and challenge assumptions about new learning experiences and their willingness to think beyond the classroom and how they might interact with the target culture both locally and abroad. The results of the pre assessment survey were then compared to a post assessment survey that was administered to Spring 2012 second year language classes. While most of our students are reaching a level 3 upon completion of the second year language program, there is definitely room for improvement. Below are some of the changes we implemented as a result of these assessment results:

- We explicitly teach students study strategies for languages.
 - Whereas before, we assumed students would “pick up” on good strategies, we have now created (and shared) methods, materials, and strategies for directly teaching learning strategies. These include a first day of class activity (with a Powerpoint slideshow that has been shared within our SAC), techniques for having students discuss how they study, work with the textbook, write about study strategies in the margins as students complete assignments, and approach comprehension activities, etc.
 - We have incorporated the use of student surveys periodically during the term to find out how they are studying.
 - Some instructors implemented a new activity in which 103 students write letters to a new 101 student telling him/her how to best approach language learning (especially the immersion process).
- Many of the languages have implemented activities to prompt self-reflection on class expectations
 - These involve, for example, student surveys in all classes on the first day. Students write about their goals, their expectations for themselves and for the instructor. Often these self-reflection tasks carry into following sequence courses. An assignment might be: “My goals for success in German 102 are . . .”.
- We have implemented activities to prompt self-reflection on students’ own progress in the language
 - At the beginning of each chapter, we now explicitly discuss goals of the chapter with students. What do they expect they’ll be able to do? What do they hope to learn?

- Many instructors have begun incorporating self-assessments on chapter goals to see if students can recognize if they've met the goals or not.
- Many instructors have translated course and chapter objectives into student language by creating "I can..." lists for each chapter. Students check off what they can do.

II. For each outcome assessed this year:

Describe the assessment design (tool and processes) used. Include relevant information about:

- **The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).**
- **The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?**
- **Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report – OK to include in appendix). Where appropriate, identify benchmarks.**
- **How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).**

In world languages, cultural awareness continues to be an integral part of effective communication in another language and a variety of activities are used to increase and assess cultural awareness in many of our courses across languages. Since cultural awareness is one of the core outcomes very important to our department, we decided to re-assess it this academic year.

Last time the WORL SAC assessed the cultural awareness core outcome, we only assessed second year Japanese. The sample was too small, so we have vastly expanded the sample size this time to include ALL languages on all campuses. We designed a questionnaire and administered it in all 201 level language courses Fall Term 2012. At least one instructor in each language assessed the answers based on a specially designed rubric (see section III. for specific details on rubric design) to measure students' levels of cultural awareness. In addition to increasing the sample size from one language to all (a summary of the number of students in each language is included in the Results section), we did two additional things: we randomized the sample and we took great care to increase inter-rater reliability by norming the rubric (see section III. Rubric Design).

To randomize the population (267 questionnaires total), we used a random sequence generator (www.random.org) to try to generate a sufficient sample. After generating the numbers, we pasted them into a blank Excel sheet. However, after many attempts in each language, the program put them in normal number sequences (1,2,3, etc.). When we consulted Wayne Hooke (Learning Assessment Council member) about this, he told us that this particular program was not working and indicated that it would be acceptable to choose the required number of questionnaires by turning the papers over and choosing the required number. So to obtain this alternate acceptable randomization, we simply separated the completed questionnaires by

language as indicated above and randomly chose 82% of the total results by turning over all the questionnaires and drawing out the required number (218/267).

The result for each language is broken down as follows:

Chinese:	11
French:	43
German:	44
Japanese:	39
Russian:	31
Spanish:	50

TOTAL: 218

III. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?

- **If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.**
- **Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.**

As with the previous assessment, we designed our own assessment tool (questionnaire) and rubric to meet our specific needs, as the college-designed rubrics assess student performance in English. Both the questionnaire and rubric focus on students' overall cultural awareness and are shown below in their final form.

To norm the rubric, we took two steps. First, three instructors from different languages (French, German, and Spanish) worked with completed questionnaires from each language. These questionnaires were NOT taken from the random sample to be used in the final evaluation process. The instructors independently evaluated the questionnaires. This step was important to the randomization process for two reasons:

1. These completed questionnaires were not used in the final evaluation.
2. Three instructors from different languages independently evaluated the questionnaires, discussed their separate results and revised the rubric as necessary.

Second, the entire WORL SAC met and we again evaluated these same questionnaires in a large group, represented by all the languages. Again, we revised the questionnaire and rubric and came up with the final documents below.

- **Assessment tool:** (See next page. This space left intentionally blank for layout purposes).

Questionnaire – World Languages

Cultural Awareness

Cultural awareness is one of the core outcomes of the college. To help ensure that World Languages works towards meeting this outcome, we are conducting an assessment with second year students across the district. We are asking that you complete this assessment as a homework assignment, outside of class, in English. Please write your answers in paragraph format on this sheet and incorporate as much detail as possible. You will be graded on the effort you put into your answers, not the content.

Based on what you've learned in 1st and/or 2nd year _____ (insert language) classes at PCC:

1. List up to five (5) cultural aspects about the _____ (insert language)-speaking communities.
2. Choose one cultural aspect from above and explain in greater detail what you know about this cultural practice or aspect and how this compares to your own culture.
3. Describe reason(s) why you think this cultural practice or aspect exists.

• **Rubric:**

Cultural Awareness Rubric
World Languages
April 2013

Level 0	Unable to identify any differences or similarities between individual's own culture and target-language culture.
Level 1	Demonstrates little to no understanding of cultural beliefs, values, and perspectives. May use or reference broad stereotypes. Cultural comparisons are limited to superficial, factual information. (e.g. “French has wine and cheese and they wear berets, they are kinda snobby and hate Americans. We don’t wear berets here.”)
Level 2	Identifies stereotypes as such, and may begin to question them. Demonstrates some understanding of cultural beliefs, values, and perspectives, although from an ethnocentric view. Begins to identify own cultural values in comparison to target culture(s).

	(e.g. “In France the school system is different. The French school system isn’t as interactive as ours.” “They don’t eat spicy food in all Spanish-speaking cultures.”)
Level 3	Demonstrates some understanding of cultural beliefs, values, and perspectives, moving beyond stereotypes. Identifies and explains own cultural values in comparison to target culture(s). (e.g. “The French school system is different than ours because it’s centralized, and government-controlled. That’s important to them.”)
Level 4	Analyzes cultural beliefs, values, and perspectives, and compares to own culture in depth.

- **Results:** The results of the assessment are shown in the table below. For each section the raw number is given and then the percentage of the total responses.

Example: Chinese Level 3/27%

LANGUAGE:	Chinese	French	German	Japanese	Russian	Spanish	Totals
Level 0	0/0%	0/0%	0/0%	0/0%	0/0%	7/14%	8/4%
Level 1	0/0%	6/14%	8/18%	8/21%	2/6%	9/18%	33/15%
Level 1.5	0/0%	7/16%	5/11%	0/0%	11/35%	4/8%	27/12%
Level 2	0/0%	14/33%	20/45%	17/45%	11/35%	9/18%	71/33%
Level 2.5	1/10%	4/9%	3/7%	0/0%	2/6%	2/4%	12/5%
Level 3	3/27%	12/28%	4/9%	12/32%	3/10%	12/24%	46/21%
Level 3.5	4/36%	0/0%	0/0%	0/0%	1/4%	2/4%	7/4%
Level 4	3/27%	0/0%	4/9%	1/2%	1/4%	5/10%	14/6%
TOTALS/ PERCENTAGE	11/100%	43/100%	44/100%	39/100%	31/100%	50/100%	218/100%

To evaluate the results, each language looked at specific examples and listed qualities of students at each level, some of which are detailed below. In the interest of brevity, we did not include every language in every example. We also did not edit or correct student responses. For instance, we did not correct spelling errors.

Level 0 students:

German: “How they approach each other in the formal way and I think it is due to respect.” “Oktoberfest is not in Oktober and we do not celebrate it in the US.”

“St. Nikolaus is a holiday they celebrate and put a boot outside of your door and get it stuffed with candy.”

Spanish: “I like learning about the customs of the Latin American communities. I find it very interesting to learn the many differences and customs—I the sections in the Spanish textbooks [sic]. We go learn about poetry, literature, many current famous people, as well as those from the past. One teacher I had in the past brought in photos of him in one of his vacations.”

Summary: Students are able to list and describe the different cultural aspects. However, they are unable to identify any differences or similarities between their own individual culture and the target-language culture.

Level 1 students:

French: “They have a better understanding of cheese.”

“France is a big art country that has many museums of famous art work from many years ago.”

Japanese: “I think this day exists because it allows the young adults to acknowledge they have a new role in society. They can’t go around acting foolish anymore and are going to be held responsible for their actions.”

Russian: “I have no idea why [Russians liter]. I’ve just been trying to learn the language. It’s is difficult to learn.”

“I have no idea why [Russians are superstitious]. I imagine that these are things that have developed over time, and have just been passed down from generation to generation.”

Summary: These students went beyond simple listing. However, some students still simply misunderstood the question or cultural aspect. Other students listed superficial examples. They also listed things without explaining reasoning for the practice to exist. There was either no or little attempt to explain cultural practices and their importance. Students only identified one cultural practice and four national holidays for Japanese, for example. Students mainly reported encyclopedic and factual information. There is no identification of stereotypes, cultural values or comparison with another culture.

Level 1.5 students (Russian is the only level 1.5 response represented):

Russian:

“In Russian, we use different forms of “you” depending on the social situation. “Vy” is formal (new acquaintances, strangers, boss, etc.), and “ty” is informal (friends, family). English we only have “you.”

“Bringing a gift over is a sign of gratitude and appreciation plus common courtesy. In our culture we could bring a gift (primarily a food) but it’s not expected and would bring surprise. This likely exists as a kind gesture.”

Summary: Students are able to list good examples, but comparisons are very superficial and show little understanding.

Level 2 students:**French:**

“They love to discuss politics in France. They speak very openly about their opinions and they are very respectful of differing opinions. And they take practical measures to preserve their culture, like insisting that a percentage of music played on the radio be French.”

“College is relatively easy to get in to and costs next to nothing. But they don’t really study wide spread subjects, but rather focus on whatever field they will be going in to in their career.”

Japanese:

“This differs greatly from American culture because in American culture it’s okay to talk about what you’re good at or say you’re (really) good at something... in fact it’s often encouraged, although if you do it too much you still sound like you are bragging...”

Russian:

“Christmas and new year traditions are much different than the traditions we have in the united states. While Americans and russians recognize a ‘santa clause’ figure, the one in russia is blue instead of red and white. Also the traditional decorations in Russia are blue and white. Also santa is ded moroz and has a daughter, who helps give gifts. Christmas is celebrated on January 7th instead of the 25th due to discriepencies between the Julian calander and the gregorian calander. The meal before christmas is meatless, and has 12 dishes, one for each Apostle of christ.”

“Americans prefer a lot more personal space than Russians do. In Russia, people are comfortable taking with maybe a foot of personal space between them, whereas Americans prefer closer to three feet. Americans are very uncomfortable with ‘close talkers’.”

Summary: Students answered all parts of the question and were able to list good examples. They had more insight to culture and could explain in more detail, yet not in depth. They made a limited comparison to their own culture.

Level 2.5 students:**Russian:**

“As an American I can say that we often times smile at strangers without even being aware of it. It is an ingrained habbit (sic) of ours to be nice to everyone. Russians do not understand this and often times it gets on their nerves. Russians will not be falsely kind to you, until you know them they will be cold and to the point. It is not until you are welcomed into the circle of family and friends that you will receive their kindness. It is because Russian expect most things to go poorly and often live with misfortune that they do not trust easily.”

“Vodka has been embedded in a vast amount of daily cultural settings for centuries in Russia. There are many economic, spiritual, geo-political and cultural reasons for this. At this time male alcoholism is particularly reflective of the despair of the male population in Russia. Post-Communism male gender roles have been a source of so much confusion. It is very difficult for men to find work of a quality where they can provide for their families. Their roles as head of household has been severely shaken.”

French:

“The workplace here is super competitive and demanding and you’re expected to rise above all obstacles as quickly as possible, including, I guess, the obstacle of giving birth. I guess, France is less pushy?”

Summary: The reflection on cultural practices and comparison to own culture was deeper than previous levels.

Level 3 students:**French:**

“French people tend to come together and protest and strike until a deal is made. Americans are more apathetic and tend to think more about their own individual situation. I think the French are this way because they seem to strongly believe in the power of collective action and the validity of socialism as a system.”

Japanese:

“This can be seen in the grammar of the language and how there are different forms of referring to ‘in-group’ and ‘out-group’ people. This group focus also feeds into the social hierarchy in that for the group to function most effectively it requires that different roles be assigned to different members.”

“This is very different from American culture where the emphasis is on the individual and the idea is that each individual’s ideas should be respected and considered equally.”

Russian:

“It was interesting for me to learn that in Russia students hold very formal relationships with their teachers. Students will also always address their teachers using first and last names, out of respect. This formality in the student-teacher relationship is something that may have been more present in year past in the United States, but is less common today. Some American students at the university level even refer to professors by their first names. Also, in the United States students frequently come in and out of class as need be—a practice that would not be acceptable in a Russian university classroom. In Russia, once the door to the classroom is shut, a students would never dare to enter, for fear of being harshly scolded by the teacher and asked to leave.”

Spanish:

“I believe it is important for musicians in Cuba to pass on stories & to remember their feelings & morale. The music of Cuba represents the struggles & the beauty that goes hand in hand. The music is very important and stands to keep people of all generations rooted in and happy to be Cuban. I believe this comfort in culture & history is something that is lacking in the USA, as this country is new & I think music is considered less sacred or necessary.”

Summary: Students go into more detail on a single specific point. They give insightful analysis on why practice exists. Students demonstrate some understanding of cultural beliefs, values, and perspectives, moving beyond stereotypes. They identify and explain their own cultural values in comparison to target culture(s) by writing about the focus on the group, for instance, in Japanese culture, focusing specifically on in-group/out-group dynamics.

They went on to identify and explain their own cultural values in comparison to the importance of the individual in US culture. In the final question, the student gives several reasons for this cultural practice such as Japan's being an island nation, historical isolation, lack of natural resources and arable land. One student explains in depth the value and cultural significance of music in a Spanish-speaking community, and begins to address the value of music in own culture.

Level 3.5 students:

Russian: (Russian is the only level 3.5 response represented):

“Multiple generations of a family living together or in close proximity appears more common in Russia than in present-day America, although there are clearly groups and places where this is not uncommon in the United States. The fact that Russian middle names are patronymics is a clear indication of the importance placed culturally on being identified with a portion of one’s immediate family beyond a last name. More concretely, however, there are very pragmatic reasons for family associating together closely. In Russia, housing is limited (or inaccessible financially), so living together means a roof over everyone’s head. Second, if both parents work outside of the house, grandparents can take care of grandchildren. Third, multiple generations living together or close represents a form of “retirement insurance policy.”

Summary: The students go into even greater detail on a single specific point and give more insightful analysis on why a certain practice exists.

Level 4 students:

German:

“The Berlin Wall, literally separating East and West Berlin and figuratively separating East and West Germany for roughly thirty years, was a rallying symbol of both Capitalistic Westerners and Communistic Easterners. For the one side it was a safeguard against corrupting philosophies of Western Europe and America, and for the other it was a symbol of the oppression and totalitarian control of the Soviets. When it was torn down in 1989 it became the symbol of a new era where East and West could merge and begin to work together.”

Japanese:

“I think that the many honorifics and levels of politeness, while a little difficult for Americans to negotiate, actually offer a kind of choreography to society that Americans awkwardly and perpetually attempt to invent in their own respective cultures.”

This student identified several cultural aspects and went on to give a relatively in-depth comparison of hierarchy in behavior and speech in Japan and US cultures. This was followed by

some historical background as to the student's suspected reasons for these differences (Confucianism, historical isolation), and ended with some remarks analyzing the differences between hierarchy in the US and Japan.

Russian:

"We in America have our churches, but we were founded on the basis of separation of Church and State. Russia, like the rest of Europe, was culturally and socially dominated by the Church for a couple centuries, shy of a millennium. The monarchies and the theocracies were one. The Czars and the priests shared the cathedrals, and laws were made to maintain their mutual supremacy of the land. Then came Marx and Lenin. Their disdain for the church as an opiate of the masses and a corrupt institution influenced policy in Russia for most of the twentieth century. The Christian was not the outcast—the new pagan—and churches were shut down and beliefs were stifled. The institution of the Church was all but obliterated."

So imagine after the fall of the Soviet Union, one could openly embrace and celebrate their faith. And after the suffering and hardship faced by so many in Soviet Russia, many could blame a lack of religion as the reason for so much hardship, and this would endear them even more to their reclaimed religion. All the pain caused by the Soviet system could be because they turned their backs on the Church."

Spanish:

"Spanish-speaking communities tend to have a great deal of family cohesion, along with a large family size. This is relative, of course, to my American frame of reference. [...] It seems that overall, a great deal of value is placed upon the relationships within a family, even beyond the nuclear family unit. [...] I theorize that the impetus behind the large family size and cohesive nature of the family structure lies in the Spanish/Catholic influence carried over from Europe in the 15- and 1600s. [...] Thus, families sticking together became an essential means of "getting ahead". While the overall trend has probably been away from this and toward individualism, the change has been slow and Spanish-speaking communities still bear the hallmarks of these early roots."

Summary: These students clearly demonstrate a deep analysis of the main cultural points. They analyze their own cultural beliefs, values and perspectives and are able to compare them to their own culture in depth. They have an incredible insight into cultural practice, as well as historical and political perspectives. We can probably assume that these students are either majors in one of the languages or have taken a culture course, or both. Perhaps they have other sources of cultural awareness as well, such as travel or family connections.

IV. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy, etc.)

As a sampling of World Languages courses, these results indicate that our students are acquiring skills of cultural awareness with moderate success. The majority of students over all the languages scored between Level 1 through Level 3. The highest percentage was at Level 2, exactly in the middle. We expected that this might be the case, but would like to see the higher percentages at least at Level Three.

Following is a summary of overall changes we have made to improve cultural awareness. Information specific to a language is included. At the end, we address areas where we feel we need to make even more improvements. As we revisit this core outcome on a regular basis, we see our challenge is to find ways to improve our student's understanding of culture in all of our language classes while teaching in an immersion setting.

Overall improvements inside and outside the classroom:

As evidenced from this questionnaire, we can see that our curriculum also needs to have even more specific cultural outcomes. To become more consistent, we now expect students to reach out to the cultural wealth in our immediate and global community. Here are a few examples of how we teach culture.

1. Written and oral cultural projects:

In all of our courses, students are required to do some sort of cultural activity, either in or out of class. We use a variety of platforms to present culture topics, such as PowerPoint, authentic readings online, YouTube (for a variety of media including music and grammar), Desire 2 Learn, print books and articles, to name a few. One method we use to increase students' awareness of their own cultural stereotypes is to pose such questions as: "Are you surprised by anything in this video or reading?" This prompts students to examine their own assumptions about the target culture.

Students may write a report on a cultural encounter or make an oral presentation. Often the two are combined into one assignment. For instance, students present 1-2 minutes orally about different cultural aspects in the target language. The goal is to share a range of cultural aspects and grammatical points and vocabulary in a short amount of time. This allows students to present often, but without taking up too much of the class time. Some of the themes have included: famous artists, musicians, writers, poems, food and festivities. Students also have the opportunity to practice their public speaking skills, share relevant information about their topic and practice their grammatical structures/vocabulary. Students are assessed for these assignments based on their presentation and understanding of the cultural aspect. The basic components of speaking, reading and writing are taken into consideration for grading these assignments:

- When students give a presentation on famous painters, for example, they use key vocabulary in the target language such as the artist's origin, where she lived, description of her city, whether the student liked their art or not. Some of the grammatical functions used are the preterite, expressing likes and dislikes and descriptions.
- When students write weather presentation for a particular city, they should be able to use basic weather vocabulary and be able to recognize the difference between Celsius and Fahrenheit for reporting the weather.

2. Film festivals:

We are fortunate to have at least one foreign film festival per year in Portland. Students are encouraged to attend these and see first-run films from the countries whose language they are studying. Many instructors attend the films along with the students.

3. Instructor experiences:

Cultural content is brought to the class depending on the actual cultural experiences of the instructor. For example, if one instructor has lived in or recently visited a foreign country for a he or she will most likely bring authentic materials to share about that country.

4. Working with ESOL:

We offer our students the opportunity to work with the ESOL students tutoring them and working next to them as they learn English. Opportunities like this need to continue to be supported in order to promote tolerance and acceptance to people of various racial and cultural backgrounds.

Language-specific improvements:

1. French:

Stephanie Whitney-Bradley, the Department Chair for French, is currently piloting a new first year French program that will be instituted as of fall 2013 by all adjunct instructors, and will pilot a new 2nd year French program during the 2013-14 academic year to be adopted by all adjunct instructors during the 2014-15 academic year. The reason for the adoption of a new program was due in part to the fact that the new program offers many more cultural readings and videos that the instructor can use in class and that the students can access at home through both the textbook and online supersite as compared to the previous French program. Stephanie is currently assigning a minimum of two cultural readings and 1-2 cultural videos (in addition to the regular storyline video) per chapter and is dedicating at least part of one class session per chapter to discuss the topics. In these discussions, she is incorporating more cross cultural comparisons and questions to prompt students to reflect as to why a particular cultural difference exists. These activities are also included in assessments to better help gage students reading ability as well as their cultural knowledge as it pertains to readings, videos and class discussions. Once the new program has been adopted by all French faculty, it will be interesting to see if students are better prepared to answer the outcome assessment questionnaires.

2. German:

The newest edition of the German first-year textbook includes an online component, which has more cultural activities including videos and live interviews with native speakers. In second year, we use a Telenovela, a German soap opera featuring young students in Cologne. The program includes information about everyday life in Germany and is supported by grammar-based activities as well. Because it is authentic, students learn about cultural aspects they would not otherwise be exposed to such as shopping, how to matriculate into a German university, German eating habits, housing costs, to name a few.

In German 102, the final project is often a presentation on a student's house or room. Students are also required to do outside research on housing in Germany as part of the project. They do a short oral presentation in class.

Another one of our very successful ongoing events is outside the classroom is Stammtisch. Our students and professors meet at a local German restaurant on a regular basis to practice speaking skills and experience German food and drink. We also usually have an annual German Day, where we celebrate German music, games, food and the like.

3. Japanese:

The Sylvania Japanese department collaborated with the PSU Japanese drama department to host two traditional culture presentations in 2012 and 2013. With support of the Film department and Web Team, a video is available for not only use in Japanese language and Culture courses but also in Japan/Korea history course. In addition, the Sylvania Japanese department also created video of the tsunami commemoration (with support of the Film department and Web Team). This video is used in both Japanese and Philosophy courses. In collaboration with the University of Oregon Asian Studies department, through the PCC Asian Studies committee's effort, Sylvania Japanese department hosted a Japanese history presentation in Spring, 2013. The Japanese department recognizes the need for a more overt introduction of cultural concepts in language courses. Due to the difficulty level of Japanese and to a large number of students at Sylvania who are unable to take the Japanese Culture course, several Japanese instructors have begun incorporating cultural concepts in the language lessons. Several Japanese instructors plan on increasing a deeper understanding of the cultural concepts where students are encouraged to acquire explanations through comparison and contrast acquiring analysis beyond identification of concepts. The reading list for the culture course is now shared by several of the Sylvania Japanese instructors who teach the Japanese language courses. Those students who are unable to enroll in the culture course will begin to benefit from the assignments, which may be completed in English, engaging in an analysis of the cultural concepts in depth.

The Rock Creek Japanese department, in collaboration with the International Initiatives Committee, hosted the Origami workshop co-sponsored by the Japan Consular Office of Portland and the Japan America Society of Oregon in Winter 2013. The event attracted 200 visitors from the community.

In each of the three second-year Japanese courses, students complete a course-long cultural exploration project. These projects can be completed individually or in small groups. The theme of each term's project is based on theme(s) covered by the course and/or text. For example, in JPN 203 students study the Japanese home.

The project has three parts that culminate in a final presentation and/or discussion of the topic covered as it pertains to the target culture. Each part of the project takes place in the target language. Projects are evaluated based on the extent to which they meet the requirements of each task, the quality of the content, the effectiveness of their research, as well as their language accuracy.

For the Japanese home project, students spend much of the term discussing comparing and contrasting details of the Japanese house. Each student must design and advertise a home in a Japanese city. First, students must design a real estate flier with important details for their house such as location, amenities, number and types of room and cost. Second, students must design a kitchen, bathroom, and Japanese style room for their house along with a description of these rooms. The day of the final is a housing fair. All students gather to give a poster presentation of their house, discuss the merits of each and vote on their favorite.

These projects allow students to work inside and outside of class to synthesize and contextualize topics, vocabulary, and cultural information presented in class while also pursuing extra outside information that they are interested in.

4. Russian:

In Russian, we include more readings on culture in both first and second year courses. Focus discussion questions are written to emphasize making comparisons to US culture and talking about why Russian cultural practices exist. The Russian department utilizes technology through PowerPoint presentations to accompany cultural texts. We include more authentic videos about cultural themes. We are working on developing a more uniform curriculum for culture that will be used in all first year classes. We encourage more students to take the Russian cultural courses in English so they can discuss culture at a deeper level.

6. Spanish:

In each of the three second-year language courses that we teach, students complete a course-long cultural exploration project. These projects can be completed individually or in small groups. The theme of each term's project is based on theme(s) covered by the course and/or text. For examples, in Spanish 202, students cover travel.

The project has three parts that culminate in a final presentation and/or discussion of the topic covered as it pertains to the target culture. Each part of the project takes place in the target language. Projects are evaluated based on the extent to which they meet the requirements of each task, the quality of the content, the effectiveness of their research, as well as their language accuracy.

In Spanish 202, students devise a tour of a Spanish speaking country of their choice. First, students research and complete a worksheet to outline important geographical and encyclopedic facts of their chosen country. Then they research and submit a handout describing their tour in greater depth. Finally, students construct a brochure for their tour and present this tour to their classmates.

These projects allow students to work inside and outside of class to synthesize and contextualize topics, vocabulary, and cultural information presented in class while also pursuing extra outside information that they are interested in.

What still needs to be done:

1. Department and college-wide support:

Our programs and our college (administrators) need to commit to creating and supporting programs where students travel abroad and experience the cultures of the languages they are learning. Many other programs and universities have very strong programs for their students. For some reason, too many of our students here get the idea that international experiences are not for them. Too often international education is perceived as a business and not something we want to invest in order to invest in the students' lives.

2. Hiring practices:

Our program and college needs to continue making an effort to hire more native speaker instructors who can help serve as ambassadors of the languages and cultures we teach. By diversifying our faculty we can also attract students in search of role models and support while trying to survive a foreign system like higher education.

3. Study abroad:

Our programs and our college administrators need to commit to creating and supporting programs where students travel abroad and experience the cultures of the languages they are learning. Many other programs and universities have very strong programs for their students. For some reason, too many of our students here get the idea that international experiences are not for them. Too often international education is perceived as a business and not something we want to invest in order to invest in the students' lives.

V. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.

When we designed the questionnaire and rubric at our fall SAC in-service, we purposefully kept the questionnaire open-ended to allow students to write as much as they could outside of class on the topic. We also allowed students to carry out this task in English, since the language levels students reach in our classes are not sufficient to allow them to answer these questions in the target language. As mentioned in section III, we did have to revise the rubric after reading a preliminary sample of the results, but the rubric we ultimately came up with worked well. Based on the rubric, the results, and the process we went through, neither the assessment tool nor the rubric needs to be revised at this time. We would, however, hope that we would be able to follow the randomization process we originally attempted to use.

Both the questionnaire and the rubric are provided here again for reference.

Questionnaire – World Languages Cultural Awareness

Cultural awareness is one of the core outcomes of the college. To help ensure that World Languages works towards meeting this outcome, we are conducting an assessment with second year students across the district. We are asking that you complete this assessment as a homework assignment, outside of class, in English. Please write your answers in paragraph format on this sheet and incorporate as much detail as possible. You will be graded on the effort you put into your answers, not the content.

Based on what you've learned in 1st and/or 2nd year _____ (insert language) classes at PCC:

1. List up to five (5) cultural aspects about the _____ (insert language)-speaking communities.

2. Choose one cultural aspect from above and explain in greater detail what you know about this cultural practice or aspect and how this compares to your own culture.
3. Describe reason(s) why you think this cultural practice or aspect exists.

Cultural Awareness Rubric
World Languages
April 2013

Level 0	Unable to identify any differences or similarities between individual's own culture and target-language culture.
Level 1	<p>Demonstrates little to no understanding of cultural beliefs, values, and perspectives. May use or reference broad stereotypes. Cultural comparisons are limited to superficial, factual information.</p> <p>(e.g. “French has wine and cheese and they wear berets, they are kinda snobby and hate Americans. We don’t wear berets here.”)</p>
Level 2	<p>Identifies stereotypes as such, and may begin to question them. Demonstrates some understanding of cultural beliefs, values, and perspectives, although from an ethnocentric view. Begins to identify own cultural values in comparison to target culture(s).</p> <p>(e.g. “In France the school system is different. The French school system isn’t as interactive as ours.” “They don’t eat spicy food in all Spanish-speaking cultures.”)</p>
Level 3	<p>Demonstrates some understanding of cultural beliefs, values, and perspectives, moving beyond stereotypes. Identifies and explains own cultural values in comparison to target culture(s).</p> <p>(e.g. “The French school system is different than ours because it’s centralized, and government-controlled. That’s important to them.”)</p>

Level 4	Analyzes cultural beliefs, values, and perspectives, and compares to own culture in depth.
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Conclusion: The World Languages Department has certainly improved how we teach cultural awareness. We bring culture into every lesson where possible and encourage students to explore the culture of the target language outside the classroom as well. Our culture courses and international experiences definitely strengthen our students' understanding of the target culture. We need to have support for these courses and programs if the college wants us to further deepen that understanding of the target cultures. We need support from the administration to be able to offer these important culture courses, even though they may not have the large fill rates as core courses.