

**SLU Madrid Assessment Committee**  
**Assessment Report (AY 2015-16)**

**Members**

Patrice Burns (Career Services)	Anne McCabe (A&S, English)
Daniel Chornet-Roses (A&S, Communication)	Jaime Ortiz (Advising and Assessment)
Sulma Farfán (Assessment)	Sara Pérez (Library)
Mary Kate Fitzpatrick (Student Member, A&S)	Francisco Prieto (Natural Sciences, Physics)
Kevin Ingram (Committee Chair; A&S)	Simona Rentea (A&S, Political Science)
Marta Maruri (Student Life)	Paolo Saona (Business, Finance)
Laurie Mazzuca (A&S, Psychology)	Mariya Shcherbinina (Student Member, A&S)

This assessment report includes a summary of assessment activity conducted by the Madrid Campus Assessment Committee during AY 2015-2016.

**I. Recommendations from the Assessment Committee.**

- a) Create a full-time Assessment Resource position for the Madrid Campus. A proposed description for this position is included in **Annex I**.
- b) With the support of SLU-Madrid administration, make faculty training on assessment mandatory.
- c) Establish clear channels of communication for assessment reporting at the Department and Campus level. Assessment reports need to be sent to MO and maintained on the Madrid campus as well.

**II. Report on the completion of actions suggested for 2015-2016. See Annex II.**

**III. Summary and Evaluation of Madrid Campus-Wide Assessment Activities and Suggested Actions for 2015-2016**

- a. Each Academic Department completed a Program Assessment Report in May 2016 in which they defined their: Program SLO's, assessment methods used, the assessment data reported, and their goals/actions for the following academic year. (See **Annex III** for further detail.)
- b. In studying University-wide outcomes and the role Madrid degree programs play in fulfilling them, we analyzed Study Abroad Learning Outcomes. We will continue to assess these outcomes for use on our campus in order to identify our value-added and to

improve the service we provide. Our outcomes are the same as those of the St. Louis Campus, and each department must have the same SLOs; where we have additional outcomes, these will be assessed internally and not form part of the University-wide assessment.

- c. The St. Louis Campus has placed on the web all of the [assessment plans](#) for all departments. This assessment is being coordinated with the Madrid campus in the following ways:
  1. All Department and Program Directors are in contact with their peers at the MO campus. Further information can be found on Annex I.
  2. We communicate with Kathleen Thatcher directly regarding the assessment process and expectations for the Madrid campus.
  3. In June 2015 Patrice Burns, Marta Maruri and Paolo Saona participated in the University-wide Undergraduate Student Learning Outcomes Workshop in which they assessed student portfolio work for the norming process.

**Actions:**

- The Assessment Director will educate Program Directors on the assessment process, including how to write syllabi with SLOs and rubrics, as well as the processes to follow to collect data, analyze and report on it.
  - Ask Department Directors to dedicate one of their Department meetings to the assessment process. The Assessment Director will provide training to include the points listed above. In the hands-on workshop faculty will write SLOs, identify artifacts to be assessed, and create rubrics to be used in their courses.
  - Inform or remind Program Directors that each department/program is to use the assessment templates and rubrics from MO. Encourage them to collaborate with their peers in MO on assessment reporting.
  - In addition to the MO outcomes, programs in Madrid will identify and assess additional outcomes achieved on the Madrid campus. (Again, for internal purposes).
  - Through Kathleen Thatcher, incentivize our students to submit work in order to take part in the portfolio assessment process. Ask students to write an additional essay comparing their EDH final reflection with what they achieved in their years on campus.
  - Require individuals in charge of program assessment to maintain department/program information in a file readily available to their colleagues, so this information will remain accessible should the responsibility be assigned to someone else.
- d. Student Life again assessed their activities and in addition assessed the Study Abroad experience on the SLU-Madrid campus. See **Annex IV**.
  - e. Career Services assessed internships and services.

#### IV. Summary of Questionnaire completed by Program Directors

In reviewing the responses to the questionnaire, we make the following suggestion.

##### **Actions**

- Ask Program Directors to review what their departments have done in regard to assessment thus far.
- The AC must distribute assessment results to all campus members to increase knowledge and interest.
- Program Directors and the Assessment Committee (AC) must continue to encourage professors to attend workshops on assessment, rubrics, and overall alignment with departmental assessment at MO.

#### V. Senior Exit Survey Results

Students continue to choose our campus because it is an American university in Europe, because it provides an international environment, and for the opportunity to learn Spanish language and culture.

85% of students rate the overall quality of classes specific to their majors as high,

75% of students said if they were to start over, they would choose to attend SLU-Madrid as a degree-seeking student again, due to: student/professor ratio, the cultural diversity, the multicultural experience and the quality of professors.

##### **Actions:**

- Institutionalize the mission within the campus – among students, staff and faculty.
- Encourage professors to include aspects of the mission in their classes. Many do this already; they need to clearly state how what they are studying/doing aligns directly to the mission.
- Provide feedback to departments regarding survey results and student satisfaction.
- Use Service Learning to make the values of the mission more visible and clear.
- Ask Program Directors to include at least one course with a Service Learning component in each major.
- Continue to require Career Service activities.
- Increase professor involvement in student professional development and in encouraging internship participation.

## **Annex I**

### **Assessment Coordinator Fulltime Position**

Assessment Coordinator position working with the Assessment Committee where different stakeholders are represented and reporting to the Director of the Campus.

The Assessment Coordinator is responsible for planning, coordinating, and implementing, managing, analyzing, evaluating and reporting assessment activities. The Coordinator is also accountable for the effective coordination of the University's assessment and program evaluation processes in preparing for HLC and other accreditation boards. The position supports the continuous evaluation and improvement of student learning through consultation with the Assessment Committee, faculty, deans, chairpersons, directors, and various governance groups. The work done by the Assessment Coordinator can be highly sensitive and confidential, both in verbal and written form. Any breaches to this confidentiality could be damaging to the student and the University.

#### **Essential Job Functions:**

- In support of University's established strategic goals, priorities and objectives, works with the SLU-STL Assessment staff to develop and implement academic assessment program plans and procedures as an effective coordinated process aimed to ensure the various programs and departments are prepared to meet applicable accountability expectations and HLC accreditation requirements.
- Oversees the acquisition and proper administration of appropriate assessment instruments.
- Provides effective guidance, support, and training to the various University academic and administrative departments in properly preparing their respective accreditations and reviews.
- Researches, compiles, prepares, performs data analyses, maintains data bases and prepares documents for the Campus-wide curriculum assessment. Monitors performance against program goals and objectives and ensures program results, while measuring and testing the learning potential and achievement of students
- Acts as liaison with internal academic units and departments to maintain and update records and documentation.
- Establishes, manages, and maintains collaborations and partnerships with internal and external stakeholders to build and leverage expertise and resources.
- Manages and analyzes the collection of the key performance indicator data for the Campus strategic plan
- Provides educational resources and expertise to internal and external stakeholders including but not limited to serving on campus committees, guest lecturers, and the coordination of all internal assessments

- Provides some administrative support for staff needs.
- Other duties as assigned by supervisor.

### **Education and/or Experience**

- Bachelor's Degree in Science, Social Science (quantitative emphasis), Education (quantitative emphasis), Psychology/Student Development or related field and at least 3 years of progressively responsible administrative, administrative support, or program management in an academic environment required; and/or Master's Degree in Social Science (quantitative emphasis), Education (quantitative emphasis), statistics or related field preferred.
- Experience with Microsoft Office Suite or equivalent (Word and Excel in particular); desire to continually increase technical skills and understanding.
- Demonstrable ability to provide professional-level interaction with people at all levels within a complex environment.
- Experience using, collecting and analyzing data using SAS and SPSS methodology required and creating a multimedia presentation in word, excel or power point,
- Experience working in a staff role for Higher Education strongly preferred.

### **Other Competencies**

Must have a philosophy that is consistent with the Mission of the organization. Vision: commitment, and experience in achieving goals and pursuing excellence is critical. Strong oral and written presentation skills. Ability to work well independently and as a member of a team. Excellence in organization, decision-making, problem-solving, and creating a collaborative environment. Ability to manage multiple projects simultaneously. Must be able to read, write and speak fluently in English and Spanish.

Spanish/EU Citizenship or Spanish work permit in order

**Annex II**  
**Madrid Campus-Wide Assessment Activities**  
**Report on Suggested Actions for 2015-2016**

Suggested Action	Achieved	Comments
<p>The AC needs to evaluate the current reporting format and provide more structure for individual Departments with regard to the collection and reporting of assessment data (e.g., discuss possibility of employing a universal program assessment report template)</p>	<p>Yes</p>	<p>All Madrid departments have been in contact with their corresponding St. Louis, MO departments and are working together on finalizing common templates and coordinating assessment processes. CMM, English and Political Science are now using the same template and, as of this spring, are carrying out assessment in conjunction with the MO departments. Other departments are at various stages of discussing and finalizing the templates: Modern Languages and Psychology; some have only just started this process and aim to make it a top priority for the next academic year: Art History, Humanities and Spanish.</p>
<ul style="list-style-type: none"> <li>AC needs to develop training opportunities for faculty regarding assessment, and allocate university resources to encourage all faculty (both part-time and full-time) to participate in training by dedicating faculty time to professional development. Some examples/possibilities to be discussed in Fall 2015 include (but are not limited to):</li> </ul>	<p>No</p> <p>--</p>	<p>Implement in Fall 2016.</p> <p>In spring 2016 DC, SF and SP provided training to the assessment committee in order to prepare us to train Program Directors and faculty.</p>

<p>a. Provide (mandatory?) professional development for all faculty on the first day of the semester (Day of Academic Orientation)</p> <p>b. Encourage Program Directors to promote attendance at least one faculty meeting per semester and to set aside time in faculty meetings for assessment</p> <p>c. Allocate resources to provide incentives to faculty for professional development and innovation in teaching (E.g., Faculty prize for most innovative use of technology or service learning in the classroom, etc.)</p>	<p>--</p> <p>--</p>	
<ul style="list-style-type: none"> <li>The AC recommends the creation of a full-time Assessment Resource position.</li> </ul>		<p>We again recommend this.</p>
<ul style="list-style-type: none"> <li>Focus on improving consistency of outcomes and standards within Departments and levels, as well as of progression of outcomes and standards across levels 1000-4000.</li> </ul>	<p>No</p>	<p>Students again cited this inconsistency in their Senior Exit surveys. AC will ask Program Directors to address this in their major meetings.</p>
<ul style="list-style-type: none"> <li><b>Action:</b> Increase students' awareness of academic options with regard to planning and scheduling their choice of major across academic careers.             <ul style="list-style-type: none"> <li>a. Increase both accessibility and appeal of information.</li> <li>b. Mentoring program: monitor implementation of mentoring program, ensuring that resources are allocated to guarantee its success.</li> </ul> </li> </ul>	<p>--</p> <p>--</p> <p>Yes</p> <p>--</p>	<p>Encourage more faculty members to become involved in mentoring program.</p>

<p>c. Better use of technology: e.g. webpage for current students.</p> <p>d. Explore possibility of increasing formal events, such as job fairs, etc.</p> <p>e. Implement a mandatory meeting for first-year students with academic advisors, program directors and faculty from each program to raise awareness about academic options. We recommend a meeting with all first-year students in the auditorium at 2:00 p.m., after mid-term exams and before registration for spring. Without attending the meeting, students would not be able to register.</p>	<p>--</p> <p>No</p>	<p>We again recommend this mandatory meeting for first-year students and that it be a requirement for registration.</p>
<ul style="list-style-type: none"> <li>• <b>Action:</b> Encourage discussion/conversation among faculty within Departments about how to make the core curriculum relevant to their courses (include as an agenda item at Departmental meetings).</li> <li>• <b>Action:</b> Explore how the EDH raises/might raise awareness of the importance/usefulness of the core curriculum for their future careers.</li> </ul>	<p>--</p> <p>No</p>	
<ul style="list-style-type: none"> <li>• <b>Action:</b> A separate orientation (full weekend) and convocation has been established to focus more attention on permanent students.</li> </ul>	<p>Yes</p>	<p>Very positive feedback from students on the separate orientations.</p>

<ul style="list-style-type: none"> <li>• <b>Action:</b> Ask Departments to brainstorm activities (like the Cultural Coffee Breaks, organized by ESL &amp; Modern Languages) to help bring students together.</li> <li>• <b>Action:</b> Include as an agenda item for the Assessment Committee the need to include open-ended questions on Exit survey related to the roles of both visiting and permanent students, both in and out of the classroom, to gather more information about students' perceptions of this topic.</li> </ul>	<p>--</p> <p>No</p>	<p>We recommend adding this to the Student Life exit survey, and the Senior Exit survey is already lengthy.</p>
<ul style="list-style-type: none"> <li>• <b>Action:</b> For Fall 2015, the number of mandatory meetings from Career Services has been increased from 1 to 3. Seniors will also be required to attend at least one meeting with their senior faculty advisor to discuss post-graduation plans.</li> </ul>	<p>Yes</p>	
<ul style="list-style-type: none"> <li>• <b>Action:</b> Continue to support conferences, guest speakers, visits to museums, foundations, etc., course trips and research, as well as other opportunities for students to engage in learning beyond the classroom.</li> </ul>	<p>Yes</p>	

### **Annex III**

#### **Assessment Committee Subcommittee: Madrid degree programs and the University-Wide Undergraduate Student Learning Outcomes**

Members:

Faculty: Anne McCabe, Simona Rentea

Students: Mary Kate Fitzpatrick, Mariya Shcherbenina

- a) We decided that one way to look into how Madrid degree programs lead students to the University-wide outcomes was to find out what outcomes the Madrid programs add to the degrees. SR consulted with the Program Directors of all of our full degree programs to ask which (if any) Madrid-specific outcomes are being added to the degree program outcomes produced by the corresponding Departments in St. Louis. Results:
- Art History – Fabiola Martínez/Cary Barney: in progress – consulting with Department in St. Louis on SLO assessment processes.
  - Business & Economics – Dave Howden: report no specific Madrid SLOs.
  - International Communication – Brian Goss: sent assessment template back to St. Louis with added Madrid SLOs (see separate attachment – shaded portions).
  - English – Andrew Power: in progress – Madrid has liaised with English Department in St. Louis on SLO assessment processes, and is currently working on additional Madrid-specific outcomes.
  - International Relations – Laura Tedesco: in the process of sending template back to St. Louis with added Madrid-specific SLOs: seeking interdisciplinary solutions to global problems; awareness of the interconnectedness between the local, regional and global; use of second language skills and cultural competence to produce culturally sensitive analyses; understand one’s culture in comparative and global perspectives; global citizenship responsibilities (see separate attachment – shaded portions).
  - Spanish – Olga Muñoz: in progress - consulting with Department in St. Louis on SLO assessment processes.
  - Psychology – Laurie Mazzuca: on leave spring 2016; Department has started the processes of consulting with St. Louis.

We have not looked into these for History or International Studies.

Kathleen Thatcher in a recent email about University-wide SLOs (see point 4) stressed the following: “As for program-level assessment (not degree, but program), there should also only be one report because we structure our programs to be the same program, just offered at two locations. Having two separate reports indicates different programs.”

The St. Louis Campus has put up all of the Assessment Plans from all of the Departments on the web (<http://www.slu.edu/the-office-of-the-provost/assessment-of-student-learning/program-level-assessment>). All plans should include a response to the "Madrid question": "Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)". The posted plans demonstrate from the St. Louis perspective the coordination (or lack thereof) with Madrid on SLO assessment by program.

- b) We set out to research SLO assessment of degree programs offered at branch campuses of other U.S. based institutions, and each one reported back with links to various assessment material from each of these universities:

Webster University: MS

- <http://www.webster.edu/effectiveness/>
- <http://www.webster.edu/effectiveness/assessment/>
- [http://www.webster.edu/faculty/faculty\\_resource\\_guide/improving-learning/assessing-student-learning.html](http://www.webster.edu/faculty/faculty_resource_guide/improving-learning/assessing-student-learning.html)

Temple University: MKF

- <http://tuglobalteachingcircle.wikispaces.com/Global+Learning+Goals>
- [http://www.msche.org/publications/SLA\\_Book\\_0808080728085320.pdf](http://www.msche.org/publications/SLA_Book_0808080728085320.pdf)
- <http://www.temple.edu/ira/assessment-and-evaluation/student-feedback-forms/administrative-information.html>

New York University: SR

- <http://www.nyu.edu/academics/academic-resources/academic-assessment/guidance-for-academic-programs.html>
- <https://www.nyu.edu/global/global-academic-partnerships-and-affiliations/memos/FacultyEngagement.html>
- <http://nyuad.nyu.edu/en/about.html>
- <http://nyuad.nyu.edu/en/academics/academic-divisions/engineering/educational-objectives.html>

Loyola University: AM

- <http://www.luc.edu/fcip/assessment/assessmentatloyola/>

There is difficulty in finding out about student learning outcomes on the branch campuses abroad, as a search tends to go back to the U.S. institution, and links it to global learning outcomes...in other words, to study abroad. We did not find in our research specific mention of how learning outcomes are assessed in full degree programs offered at international campuses.

We revised the research question: how are other institutions handling assessment of university-wide student learning outcomes of full degree programs offered at a location outside of the U.S.? With this question, we continue to look for ways of gathering data. SR has written to the NYU assessment department to see if they will share any of their information. Using the search term "U.S. universities with degree granting campuses abroad" on Google, we located a 2011 article

<http://www.nytimes.com/2011/04/17/education/edlife/edl-17branch-t.html> which will be useful as we continue to do research into trying to find out how other universities assess university-wide SLO achievement in their international locations. For example, one of the institutions listed in the article, the New York Institute of Technology (who offer degrees at their campuses in Nanjing, Abu Dhabi, and Vancouver, and have won an award for international education), has posted their assessment report.

[http://www.nyit.edu/files/planning/PLAN\\_academic\\_assessment\\_plans\\_reports\\_AnnualReportToAcademicSenate\\_2015.pdf](http://www.nyit.edu/files/planning/PLAN_academic_assessment_plans_reports_AnnualReportToAcademicSenate_2015.pdf)

It seems that the programs at these other campuses have their own assessment plans...although we have not yet been able to locate any reporting from those other locations.

- c) MKF pointed out that at the end of the first year seminar (EDH), students carry out a reflection (see separate attachment). Recommendation: It would be worth collecting these to compare to what students feel they have achieved at the end of their four years.
- d) We looked at what Missouri is doing for assessing the university-wide undergraduate student learning outcomes. MS pointed out that seniors had received a call to contribute a portfolio of work through a contest, the University Academic Multimedia Writing Contest.  
“Students are asked to compete in the UAMC to demonstrate how they have accomplished the University's Undergraduate Learning Outcomes. Students will submit a portfolio of 3-6 existing assignments, pieces of writing, or multimedia presentations. Students can also chose to create a new piece of writing or presentation if they believe this will be more reflective of their learning. This semester the contest focuses around ways Knowledge is Created and Shared across Forms and Contexts, which is also one of the four categories organizing the Undergraduate Learning Outcomes.”  
Recommendation?: We could do a similar contest here, and set up a task force to evaluate the portfolios, using the rubrics designed for this purpose from St. Louis, available at (<http://www.slu.edu/the-office-of-the-provost/assessment-of-student-learning/university-level-assessment-undergraduate/assessment-rubrics>). In their deliberations, the task force could take note of any Madrid-specific ways of achieving outcomes which perhaps are not addressed through the rubrics.

At the same time, Kathleen Thatcher (SLU Assessment Coordinator) writes with this information and suggestion (email, April 12, 2016):

“As you know, we invite all senior students each spring to participate in our senior portfolio project that is designed to assess our University-Wide Undergraduate Learning Outcomes. I get a list from our Office of Institutional Research of students that are expected to graduate. Our Madrid students are included in the list of names I receive from OIR. However, I send out an email, inviting students to attend an information session about the project or contact me if they want to participate but cannot attend an information session. This is how our Madrid campus is involved in assessing the SLOs. However, I just looked at the 97 seniors that signed up to participate this year and none of them are Madrid students. This has me thinking that we probably (in the future) need to make an extra effort to get Madrid students involved. We do tell them to contact us but it appears no one is taking us up on the offer (or they didn't this year). Students that participate receive 100 Billiken Bucks for their participation, so there is an incentive. Perhaps this incentive isn't as attractive to Madrid students...? Maybe we can discuss if there is a more suitable incentive for Madrid students and see if we can accommodate that...?”

Billiken Bucks are no use to our students here, so we could suggest an Amazon gift card from the Amazon of the student's choice (other suggestions?).

Question: should we encourage our students to submit to Missouri while at the same time doing our own contest here? I could just mean simply duplicating the portfolios for assessment in both locations.

KT also writes: “Madrid faculty/staff are included in the June evaluation session, where we evaluate the portfolios that were built by those senior students. You may recall that faculty from Madrid participated last year and the year before.”

She further stresses: “Since we are all part of SLU, there is no need to generate a separate report. However, once we can get Madrid students involved, it wouldn't hurt to review the data by location (St. Louis vs. Madrid) just to see if there are any differences, but there is no need to generate a separate report.”

e) Actions:

- a. Follow up with Program Directors on additional Madrid specific SLOs.
- b. Continue to encourage Program Directors in Madrid and those in Missouri to collaborate on assessment reporting.
- c. Continue research into branch campus university-wide SLO assessment at other institutions.

- d. Collect portfolios from Madrid students – assess here and submit for assessment to Missouri (?). Include in the Madrid assessment a reflection comparing EDH final reflection with what the students feel they have achieved. Look into faculty narratives (Political Science – St. Louis, for example).
- e. Use a and d to articulate the “added value” to university-wide SLOs of studying the degree program in Madrid (e.g. interdisciplinarity, bi- or even multi-lingualism, greater intercultural awareness, awareness of the interconnectivity between the local and the global and of global citizenship responsibilities).

**Annex IV**

## Saint Louis University – “Madrid Study Abroad Experience” (MSAE)

### “Study Abroad Learning Outcomes” (SALOs)

*This SALOs are based on Darla Deardoff’s Model of Intercultural Competence\**

The development of these SALOs is contingent on students possessing the following requisite attitudes:  
OPENNESS, CURIOSITY, RESPECT, & DISCOVERY (Deardoff, 2008).

SALOs	SALOs Mapping	Assessment Methods	Use of Assessment Data
<i>What do you expect all students who study abroad to know, or be able to do?</i>	<i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i>	<i>How do students demonstrate their performance of the SALOs? How does the MSAE measure student performance? Distinguish your direct measures from indirect measures.</i>	<i>How does the MSAE use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?</i>
Students will communicate effective oral messages.	CMM 1200: Public Speaking CMM 4720: National Student Advertising Competition CMM 4960: Senior Communication Capstone	CMM 1200: Persuasive Speech using Oral Communication Rubric (DM) Senior-level Research Courses: Final Presentation using Oral Communication Rubric (DM) Questions on Senior Exit Survey (IM)	Data are shared with faculty at annual retreat and then discussed. Decisions are made about how to improve the program and/or the assessment strategies. Data are used to celebrate successes of the program and shared with students and stakeholders via the departmental newsletter.

### **SELF-AWARENESS**

<p>The students will be aware of their self-identity and its impact on others.</p>	<p>CMM 3300-Intercultural Communication.</p>	<p>CMM 3300-Intercultural Communication: Class discussion, and Reflection Journals.</p>	
	<ol style="list-style-type: none"> <li>1.Fundraisers</li> <li>2.Sports (team games, team tournaments, 5K runs, etc)</li> <li>3.Talent show</li> <li>4.Thanksgiving lunch</li> <li>5. Campus Ambassadors Leadership program</li> </ol>	<p>Surveys and records about informal chats after events</p>	<p>Results of the Student Life surveys and evaluations will be gathered in Student Life Annual report and shared with all the University</p>
<p>Students will be aware of their privilege.</p>	<ol style="list-style-type: none"> <li>1.Orientation</li> <li>2.SLU-Madrid Activities Fair</li> <li>3.Volunteer opportunities</li> <li>4.Service Learning opportunities included in courses</li> <li>5. Food and clothes drives</li> </ol>	<ol style="list-style-type: none"> <li>1,2,3.Student Life Surveys</li> <li>4.Service Learning evaluation by faculty members</li> </ol>	<p>Results of the Student Life surveys and evaluations will be gathered in Student Life Annual report and shared with all the University</p>
<p><b>OTHER AWARENESS</b></p>			
<p>Students will appreciate cultural diversity</p>	<p>CMM 3300-Intercultural Communication.</p>	<p>CMM 3300-Intercultural Communication: Class discussion, and Reflection Journals.</p>	

	<ol style="list-style-type: none"> <li>1. Academic Trips within and out of Spain</li> <li>2. Interfaith fairs/prayers</li> <li>3. Atlas Week events</li> </ol>	<ol style="list-style-type: none"> <li>1. Trips' Evaluations</li> <li>2. Activities' evaluation</li> <li>3. Atlas Week evaluations</li> </ol>	Results of the Student Life surveys will be gathered in Student Life Annual report and shared with all the University
<b>CULTURAL KNOWLEDGE &amp; LANGUAGE</b>			
Students will know about Spanish culture.	CMM 3300-Intercultural Communication.	CMM 3300-Intercultural Communication: Class discussion, and Reflection Journals.	
	<ol style="list-style-type: none"> <li>1. Day trips</li> <li>2. Academic Trips within Spain</li> <li>3. Spanish cooking classes</li> <li>4. Billiken nights</li> </ol>	<ol style="list-style-type: none"> <li>1. Trips evaluations/self-reflection</li> <li>3. Cooking class evaluation/self-reflection</li> <li>4. Activity evaluation</li> </ol>	Student Life surveys and evaluations will be gathered in Student Life Annual report and shared with all the University
Students will communicate in Spanish.	<ol style="list-style-type: none"> <li>1. Language exchanges</li> <li>2. Language Exchange treasure hunts</li> <li>3. Tapas nights</li> <li>4. Immersion with host</li> </ol>	1,2,3. Post event evaluation by the participants	Results of the Student Life surveys and evaluations will be gathered in Student Life Annual report and shared with all the University

	families/ Spanish residence halls	4.Housing evaluations	
<b>ADAPTABILITY</b>			
Students will tolerate cultural ambiguity.	CMM 3300-Intercultural Communication.	CMM 3300-Intercultural Communication: Class discussion, and Reflection Journals.	
	Host family experience Residence halls experience	Housing evaluations	Results of the Student Life housing evaluations will be gathered in Student Life Annual report and shared with all the University
Students will integrate their culture with Spanish culture.	CMM 3300-Intercultural Communication.	CMM 3300-Intercultural Communication: Class discussion, and Reflection Journals.	
	1.Host family experience 2.Residence halls experience 3.Sodexo cafeteria menus	1, 2.Housing evaluations 3.Sodexo's opinionator	Results of the Student Life housing evaluations will be gathered in Student Life Annual report and shared with all the University
<b>EMPATHY</b>			

Students will be understand and respect others' lives.	CMM 3300-Intercultural Communication.	CMM 3300-Intercultural Communication: Class discussion, and Reflection Journals.	
	<ol style="list-style-type: none"> <li>1.Host family experience</li> <li>2.Residence halls experience</li> <li>3. SLU-Madrid Community experience</li> </ol>	<ol style="list-style-type: none"> <li>1, 2.Housing evaluations</li> <li>3. Student Life end of semester survey</li> </ol>	Results of the Student Life housing evaluations will be gathered in Student Life Annual report and shared with all the University
<b>SENSITIVE INTERACTIONS</b>			
Students will respectfully interact with individuals of all walks of life.	<ol style="list-style-type: none"> <li>1.Volunteer opportunities</li> <li>2.Service learning</li> <li>3.SLU-Madrid Community</li> <li>4.Host families</li> </ol>	<ol style="list-style-type: none"> <li>1. Volunteers' evaluations</li> <li>2. Faculty evaluation of Service learning</li> <li>3. Student Life surveys</li> <li>4.Housing evaluations</li> </ol>	Results of the Student Life housing evaluations will be gathered in Student Life Annual report and shared with all the University
Students will respectfully interact with individuals of different faiths.	<ol style="list-style-type: none"> <li>1.Interfaith prayers</li> <li>2.Interfaith fairs</li> <li>3.On Campus religious services</li> <li>4.Loyola Retreat</li> <li>5.Half day Advent and Lent retreats</li> <li>6. Bible Study and Christian life Community groups</li> </ol>	Student Life evaluations and surveys after these events	Results of the Student Life housing evaluations will be gathered in Student Life Annual report and shared with all the University

Students will appropriately interpret Spaniards' ways of behaving.	CMM 3300-Intercultural Communication.	CMM 3300-Intercultural Communication: Class discussion, and Reflection Journals.	
	1.Volunteer opportunities 2.Service learning 3.SLU-Madrid Community 4.Host families	1. Volunteers' evaluations 2. Faculty evaluation of Service learning 3. Student Life surveys 4.Housing evaluations	Results of the Student Life housing evaluations will be gathered in Student Life Annual report and shared with all the University
<b>INTERCULTURAL COMPETENCE &amp; SENSITIVITY</b>			
Students will communicate in culturally appropriate ways to achieve their goals.	CMM 3300-Intercultural Communication.	CMM 3300-Intercultural Communication: Class discussion, and Reflection Journals.	
Students will be culturally sensitive and able to discern non-cultural behaviors.	1.Volunteer opportunities 2.Service learning 3.SLU-Madrid Community 4.Host families	1. Volunteers' evaluations 2. Faculty evaluation of Service learning 3. Student Life surveys 4.Housing evaluations	Results of the Student Life housing evaluations will be gathered in Student Life Annual report and shared with all the University
*Deardorff, Darla K. (2008). "Intercultural Competence: A Definition, Model and Implications for Education Abroad." In <i>Developing Intercultural Competence and Transformation: Theory, Research, and Application in International Education</i> , ed. Victor Savicki. pp. 32-52. Sterling, VA: Stylus.			