

Program Assessment: *Annual Report*

Program(s): Study Abroad at Saint Louis University – Madrid Campus
Department: Saint Louis University – Madrid Campus
College/School: Saint Louis University – Madrid Campus
Date: June 30, 2018
Primary Assessment Contact: Sulma Farfan, Ph.D.

1. Which program student learning outcomes were assessed in this annual assessment cycle?

“1.A: Demonstrate knowledge of the elements important to members of another culture in relation to history, values, politics communication styles, economy, or beliefs and practices of host country.”

As identified last December, concerns have been expressed that visiting students should learn more about Spain’s culture. There is an impression among faculty and staff that students treat the Madrid Campus as a home base more for European travel and miss opportunities to learn about Spain as a “host” country itself. Some faculty have proposed implementing a Spanish language requirement, a required Spanish class, and/or a required class focused on Spanish culture. This academic year’s goal was to continue to obtain benchmark data to identify current levels of knowledge/knowledge acquired over the study-abroad semester.

See Appendix 1: Study Abroad Student Learning Outcomes.

2. What data/artifacts of student learning were collected for each assessed outcome?

As we did in the fall, we measured students’ knowledge of Spain’s culture and society through asking them to complete 20-question, multiple-choice pre/post-tests, based on Spain’s citizenship examination offered through the Cervantes Institute. We sent these pre/post-tests to all 535 visiting students, due to the low response rate in the fall. We received responses from 8-10% (43 for the pre-test; 52 for the post-test). We received only 12 responses from students who completed both tests. We also met with an additional focus group, asking them to take the “pre-test” and discussing the results with them as well as their perspectives of the cultural knowledge gained during their time at SLU-Madrid.

See Appendix 2: Sample Pre-Post Tests, with Directions

See Appendix 3: Focus Group Instructions

3. How did you analyze the assessment data? What was the process? Who was involved?

NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

Assessment Coordinator Sulma Farfán developed the on-line version of the pre/post-tests so that answers could be collected and graded automatically; Patrice Burns and Jaime Ortíz contributed to reviewing the questions of the test, adapted from materials from the Cervantes Institute. The number of respondents to the pre/post-tests in the fall were too few to be statistically significant; thus, we increased the number in the spring (to include all of the students); response rates, however, remained low.

The focus group discussions were led by Dean Paul Vita. The discussions provided feedback, including the level of awareness that students’ have of their own knowledge of Spain’s culture as well as the effectiveness of the pre-test.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

We have collected only benchmark data – as there was no statistically significant increase in scores from pre-test to post-test, we should continue to encourage student involvement in activities that immerse them in Spanish culture. Due to the low response rate, the assessment tool’s usefulness is limited.

See Appendix 4: Pre/Post-Step Summary

See Appendix 5: Focus Group Discussion Summaries (from Fall and Spring).

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

The data collected will enable us to measure the effectiveness of initiatives planned for next fall and spring semester. Some initiatives in progress and observations:

1. The assessment process itself – asking students to respond to the test on Spanish culture – serves to raise their awareness; thus, we see a benefit in continue monitoring their level of knowledge of Spain’s culture through a formal quiz (pre- and post-tests).
2. We will be piloting additional cultural training at the “Welcome Sessions” for study abroad students, including “First Friday” lectures (on Spanish culture and cultural adaptation issues) as well as faculty-led walking tours of Madrid; we are exploring other opportunities for visiting students to learn about Spain’s culture while studying at a U.S. university campus.
3. We are introducing an UNIV-1010 for the visiting students from the University of Delaware, which permits some cultural training.
4. We will be meeting with faculty to develop and identify courses that increase students’ knowledge of Spanish culture.
5. We are communicating SLU’s Office of International Services to coordinate assessment activities to measure outcomes of the study abroad experience for SLU students in general.

6. Did you follow up (“close the loop”) on past assessment work? If so, what did you learn? *(For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?)*

Not yet: we will continue to follow up in Fall-Spring 2018-2019.

Appendix 1

Saint Louis University – Madrid Campus
Study Abroad Student Learning Outcomes
Adapted Fall 2016 (Revised Fall 2017)

SLU UNDERGRAD LEARNING OUTCOME: Graduates will understand themselves in solidarity with and for others locally, nationally, and globally

SLU INTERNATIONAL PROGRAM GOALS

- 1. Cultural Knowledge & Awareness:** Students will experience different culture(s) and recognize the influence of culture(s) on linguistic, governance, economic, religious, and/or social systems.

OUTCOMES:

- (A) Demonstrate knowledge of the elements important to members of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices of host country.
 - o Asks questions about other cultures and seek answers. Presentations and written reports required for courses.
- (B) Demonstrate the ability to function daily within the host country, such as adapting to cultural norms, lifestyles or communication styles.
 - o Projects/work from classes focused on Spanish and European culture; focus group discussions; host family housing feedback forms.

- 2. Global Perspective:** Students will identify how one's own values, beliefs and/or culture influence their relationships with others.

OUTCOMES:

- (A) Establish an awareness of culture within a personal and comparative context.
 - o Projects/work from classes; data from host family feedback forms.
- (B) Articulate a commitment to pursue continuous global learning.
 - o Statistics about graduate study/employment after graduation.

- 3. Intercultural Competence:** Students will develop attitudes, knowledge and skills that allow one to effectively analyze, engage with, and communicate in cross-cultural contexts.

OUTCOMES:

- (A) Identify knowledge of different cultural practices and perspectives without resorting to stereotyping.
 - o Projects/work from classes; focus group discussions.
- (B) Students engaged in international programs that include a foreign language component will demonstrate increased reading, writing, listening or speaking skills of the host language.
 - o Evidence from course-level student learning outcomes for students enrolled in Spanish classes; external testing (DELE, etc.).
- (C) Demonstrate transferable skills used abroad such as critical thinking, problem solving or adaptability.
 - o Data from host-family feedback forms; exit surveys; focus group discussions.

These SLO's have been adapted from draft documents of proposed outcomes under development by various representatives of AJCU member schools.

Appendix 2

Saint Louis University – Madrid Campus
Assessment Team – November 2017

We care deeply that students who visit our international campus experience Spain's culture, and we are seeking your help. This exercise is one source of information that will enable us to assess the extent to which students deepen their knowledge of the elements important to members of Spain's culture in relation to its history, values, politics, communications styles, economy, or beliefs or practices.

This 20-question quiz tests your knowledge of Spain – its history, culture and society. The questions are based on a citizenship examination designed by the Cervantes Institute, the organization designed to promote the study and the teaching of Spanish language and culture. We hope these questions spark your interest to find out more about the country that will be your home-base for the months ahead.

Demographic Information

Email: (Optional; if provided, we will share your results with you):

Male or Female? Male / Female / Prefer not to identify

Primary Major: _____

Home Institution: _____

Do you speak or have you studied Spanish? Yes / No

If Yes, describe you're the level of Spanish proficiency:

- a. Some High School Spanish
- b. 3 or fewer university-level Spanish Classes ("intermediate")
- c. 4 or more university-level Spanish Classes ("advanced," Spanish major or minor)
- d. Bi-lingual/Near native speaker

1. **Which phrase describes the government of Spain?**
 - a. federal monarchy
 - b. parliamentary monarchy
 - c. federal republic
2. **Who is the highest representative of the Spanish state in international relations?**
 - a. The King
 - b. The Minister of the Interior
 - c. The President of the Government
3. **What is the name of Spain's Royal dynasty that started its rule in the 18th Century?**
 - a. Borbón
 - b. Austria
 - c. Bavaria
4. **What does a blue flag with 12 yellow stars in a circle represent?**
 - a. The European Commission
 - b. The European Union
 - c. The Autonomous Community of Andalucía
5. **What's the name of the official residence of Spain's President?**
 - a. The Moncloa Palace
 - b. The Royal Palace
 - c. The Zarzuela Palace
6. **Which of these cities is the capital of Spain since the reign of Philip II (except for a brief period)?**
 - a. Toledo
 - b. Madrid
 - c. Salamanca
7. **Mallorca, Menorca and Ibiza belong to what island group?**
 - a. Azores Islands
 - b. Canary Islands
 - c. Balearic Islands
8. **To which autonomous community does Seville belong?**
 - a. Galicia
 - b. Andalucía
 - c. Extremadura
9. **Which autonomous community has Valladolid as its capital?**
 - a. Castilla-La Mancha
 - b. The Canary Islands
 - c. Castilla y León
10. **What are the two autonomous cities located on the coast of North Africa?**
 - a. Cádiz and Ceuta
 - b. Ceuta and Almería
 - c. Melilla and Ceuta
11. **From north to south, the rivers most important in Spain are: the Duero, the Ebro, the Tajo, the Guadiana and...**
 - a. Júcar
 - b. Guadalquivir
 - c. Guadalquivir
12. **What city is home to Gaudi's cathedral, *La Sagrada Familia*?**
 - a. Madrid
 - b. Barcelona
 - c. Granada
13. **Which painting can be seen in the Prado museum?**
 - a. *El enigma sin fin* by Dalí
 - b. *Las Meninas* by Velázquez
 - c. *El Guernica* by Picasso
14. **On what date did the Treaty of Adhesion come into play, signifying Spain's integration into the EU.**
 - a. January 1, 1986
 - b. July 26, 1977
 - c. June 12, 1985
15. **What Spanish city is famous for *Las Fallas*?**
 - a. Valencia
 - b. Pontevedra
 - c. Segovia
16. **Juan Ramón Jiménez received a Nobel Prize in 1956 for which field?**
 - a. Literature
 - b. Medicine
 - c. Physics
17. **What prizes awarded in Spain support scientific, cultural and humanistic values/achievements?**
 - a. The Goya Awards
 - b. The Cervantes Awards
 - c. The Princess of Asturias Awards
18. **Which is a typical sweet during Christmas time in Spain?**
 - a. Turrón
 - b. Violetas
 - c. Buñuelos
19. **What are normally the public banking hours in Spain?**
 - a. 8:30 a.m. to 7:00 p.m.
 - b. 8:30 to 2:00 p.m.
 - c. 8:30 a.m. to 5:00 p.m.
20. **What product does Spain import in great quantities?**
 - a. Fish
 - b. Petroleum
 - c. Fruits and vegetables

Saint Louis University – Madrid Campus
Assessment Team – December 2017

We care deeply that students who visit our international campus experience Spain's culture, and we are seeking your help. This exercise is one source of information that will enable us to assess the extent to which students deepen their knowledge of the elements important to members of Spain's culture in relation to its history, values, politics, communications styles, economy, or beliefs or practices.

This 20-question quiz is a review of what you know about Spain's history, culture and society. We hope these questions encourage you to continue to learn about other cultures – as well as your own.

Demographic Information

Email: (Optional; if provided, we will share your results with you at the end of the term):

Male or Female? Male / Female / Prefer not to identify

Primary Major: _____

Home Institution: _____

Do you speak or have you studied Spanish? Yes / No

If Yes, describe you're the level of Spanish proficiency:

- a. Some High School Spanish
- b. 3 or fewer university-level Spanish Classes ("intermediate")
- c. 4 or more university-level Spanish Classes ("advanced," Spanish major or minor)
- d. Bi-lingual/Near native speaker

1. **What is the name of the King of Spain?**
 - a. Carlos V
 - b. Juan Carlos I
 - c. Felipe VI
2. **Where does the King of Spain live?**
 - a. The Moncloa Palace
 - b. The Royal Palace
 - c. The Zarzuela Palace
3. **On what date did the referendum to approve Spain's Constitution take place?**
 - a. December 6, 1978
 - b. November 22, 1975
 - c. June 15, 1977
4. **In Spain, in addition to *castellano*, there are official languages in respective autonomous communities: Aranes, Catalan, Gallego, Valencian and...**
 - a. Euskera or Basque
 - b. Aragonés
 - c. Asturiano
5. **The State of Spain organizes itself territorially through...**
 - a. Cities, districts and federal states.
 - b. Cities, cantons y administrative regions
 - c. Cities, provinces and autonomous communities
6. **Which of the following abbreviations does not stand for a political party in Spain?**
 - a. PSOE
 - b. BBVA
 - c. PP
7. **In what autonomous community do you find the city Pamplona?**
 - a. Comunidad Foral de Navarra
 - b. Comunidad de Aragón
 - c. Comunidad de Madrid
8. **Barcelona is the capital of which autonomous community?**
 - a. Cantabria
 - b. Comunidad Valenciana
 - c. Catalonia
9. **Huesca, Teruel and Zaragoza form part of which autonomous community?**
 - a. Aragón
 - b. Catalonia
 - c. The Basque Country
10. **What borders the Principality of Asturias on the north?**
 - a. The Cantabrian Sea
 - b. The Atlantic Ocean
 - c. The Mediterranean Sea
11. **The largest Spanish river that flows into the Mediterranean is...**
 - a. Tajo
 - b. Ebro
 - c. Duero
12. **Federico García Lorca is a famous Spanish...**
 - a. Writer
 - b. Singer
 - c. Actor
13. **Who is a famous Spanish composer of classical music?**
 - a. Manuel de Falla
 - b. Plácido Domingo
 - c. Josep Carreras
14. **What important civil structure remains intact in Segovia from Roman times?**
 - a. The Alhambra
 - b. La Sagrada Family
 - c. The Aqueduct
15. **Francisco Goya is a famous Spanish...**
 - a. Writer
 - b. Painter
 - c. Musician
16. **During what year did the Catholic Kings conquer Granada?**
 - a. 1375
 - b. 1492
 - c. 1812
17. **Who was the first prime minister of Spain after the 1978 ratification of its Constitution?**
 - a. Leopoldo Calvo Sotelo
 - b. Felipe González
 - c. Adolfo Suárez
18. **What city is famous for its *Feria de Abril* (April Fair)?**
 - a. Salamanca
 - b. Seville
 - c. Segovia
19. **What Spaniard was awarded the Nobel Prize for Medicine in 1906?**
 - a. Camilo José Cela
 - b. Santiago Ramón y Cajal
 - c. Juan Ramón Jiménez
20. **In what city is El Prat Airport?**
 - a. Bilbao
 - b. Barcelona
 - c. Madrid

Appendix 4

Saint Louis University – Madrid Campus Pre-/Post Test Summary

Pre-test January 2018:

Group	% Correct
All Test Takers (45)	45%
Gender	% Correct
Female (25)/Male (17)	60%/40%
By Spanish Level	% Correct
No Spanish (6)	52%
High School Spanish (11)	58%
3 Univ. Courses (9)	57%
Span Major/Minor (10)	55%
Bilingual/Native (3)	30%

Post-test May 2018:

Group	% Correct
All Test Takers (52)	59%
Gender	% Correct
Female (36)/Male (16)	59%/61%
By Spanish Level	% Correct
No Spanish (6)	57%
High School Spanish (10)	47%
3 Univ. Courses (12)	59%
Span Major/Minor (21)	70%
Bilingual/Native (3)	42%

Observations:

- Only 12 of the students who took the post-test also took the pre-test; thus, the various increases reflect a general trend, not a specific measure of student learning among a specific group of students.
- In general, the data reflect an increase in knowledge of Spanish culture (14%); including an increase of 15% among Spanish majors and minors.
 - This increase may relate to the increased number of post-test participants and their potential increased confidence about their knowledge acquired in Spain.
 - We have pre- and post-test data on 12 students who completed both tests: their increases in score were not statistically significant (pre-test 61%, post-test 61%), but nonetheless merit further investigation.
- Continued work on encouraging students to complete both tests is needed to ensure more accurate data.

Appendix 5

Saint Louis University – Madrid Campus Focus Group Discussion Summaries

Fall/Spring 2017-18 Focus Groups	% Correct
All (70)	47%
Gender	
Female (50)/Male (20)	46%/48%
By Cohort/Focus Group	
UD (10)	40%
IGNITE (8)	49%
Spanish 4000 (12)	48%
Spanish Cult & Civ. (14)	49%
Nursing (9)	35%
English Lit. (17)	53%
By Spanish Level	
No Spanish (15)	47%
High School Spanish (15)	45%
3 Univ. Courses (12)	49%
Span Major/Minor (23)	49%
Bilingual/Native (5)	34%

1. Accuracy of quiz: Most groups shared that while questions are valid, understanding comes from integration and participation in the culture, not “knowledge” of traditions, government structure, and geography.

2. Percentage of answers known prior to arrival: Students enrolled in the two upper-level Spanish classes correctly answered 20% of the questions prior to arrival; all others, very few.

3. Percentage of answers learned in class: Students in the “Cultural & Civilization” class learned about 50% of the material from the class; others stated they learned some of the material from history and art history classes, as well as trips associated with courses. UD students pointed out that the introductory (Spanish I) class focuses more on vocabulary and grammar, not cultural matters. All students state that most of their cultural understanding of Spain comes from experiences outside of the classroom – interaction with host families, observations, etc.

4. Additional Observations:

- Groups mentioned eating times, personal space issues, social services (especially transportation), stronger family values, quality of life issues, Madrid’s urban culture.
- Two of the groups discussed attitudes toward social class (more respectful; some professions viewed as less prestigious).
- The two Spanish classes had more to say about history and culture (mentioned Franco, Catholicism); one class shared criticisms (lack of political correctness in language; overt racism).
- The nursing group had observations on health-related issues (diet, smoking, exercise, communication in hospitals, etc.). Notice that this group scored the lowest.
- Interestingly, students who self-identified as bilingual scored lower than those with less proficiency in Spanish.
- Students in the Spring 2018 group welcomed the idea of a 1-credit cultural requirement for visiting students.

5. Next Steps: Convene similar focus group meetings in November 2018 to measure effectiveness of Fall 2018 initiatives.