

Form E-1A for Boston College "Cultural Diversity" Core Course Assessment
Dept. of Romance Languages & Literatures (May 2018)

Courses Involved: SPAN6648 "Literature of Cultural Migration in the Americas" (Beckjord) and RLRL3302, k 7

Students enrolled in RLL Cultural Diversity Core courses will be expected, at the end of the course, to demonstrate:

- ¶ that they can see human experience from the point of view of others who encounter and interpret the world in significantly different ways.
- ¶ that they have had a serious encounter with some culture that is significantly different from the mainstream of European and North American cultures.
- ¶ an appreciation of the concept of culture from a theoretical and comparative perspective.
- ¶ an awareness of and sensitivity to the ways that perennial questions have been addressed in cultures other than their own.

2) Where are these learning outcomes published?

They are published on the "Undergraduate Program" page of the RLL Department website:

<https://www.bc.edu/bc-web/schools/mcas/departments/romance-languages/undergraduate-programs.html>

3. Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree? (What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?)

This year, in carrying out our assessment, we chose to focus on the specific Learning Outcome: "Students will demonstrate an awareness of and sensitivity to the ways that perennial questions have been addressed in cultures other than their own."

A. Direct Evidence: Analysis of final essays written by students.

B. Indirect Evidence: Student survey. An online student survey is administered in each Cultural Diversity class, asking how well they

C. Faculty Group Discussion: Under the direction of the RLL dept. Core liaison (F. Mormando), the Cultural Diversity Instructors meet as a group to share their experiences and impressions of the semester regarding their work with their students in their progress towards the Learning Outcomes.

- 4) Who interprets the evidence? What is the process? (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

The evidence is interpreted by the instructors of the courses in question meeting together as a group with the Department Chair who is the official Core Curriculum "liaison" person. The results of the student surveys and the subsequent discussions by the course instructors and the chair are then also shared with and discussed by the entire FT faculty of the department, who might suggest revisions in light of the collective experience of the department in Core courses that they have taught in past semesters.

- 5) What changes have been made as a result of using the data/evidence? (Have there been any recent changes to your curriculum or program? Why were they made?)