

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

Courses Involved: SPAN 3395 "Contextos: Introduction to Literary Analysis of Hispanic Literary Texts" (one course with 5 separate sections)

1) Have formal learning outcomes been developed?

Students enrolled in RLL Literature Core courses will be expected, at the end of the course, to demonstrate the following abilities:

- ¶ Students will demonstrate the ability to read and evaluate texts critically.
- ¶ Students will demonstrate an understanding of the differences between literary genres.
- ¶ Students will recognize the major canonical texts of the target culture pertaining to the specific time period covered by the course.
- ¶ Students will manifest an appreciation for the workings of the literary imagination.

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 understanding of the differences between literary genres."

A. Direct Evidence: Analysis in-class discussions, quizzes and exams, and a representative sampling of final papers.

B. Indirect Evidence: Student survey. An online student survey is administered in each Lit Core class, asking how well they believe they have achieved the learning outcomes, what they found especially helpful, and what suggestions they have for improvement of the course in future iterations.

C. Faculty Group Discussion: Under the direction of the RLL dept. Core liaison (F. Mormando), the Lit Core 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 four sections 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 instructors of the four sections 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?)

Results of 2018 Assessment Process:

With respect to this year's assessment, all evidence consistently affirms that we have realized the designated Learning Outcome ("Students will demonstrate an understanding of the differences between literary genres."). Based upon the wide range of available evidence – the "indirect evidence" (students' own perceptions [36 responses] as registered in the online Questionnaire) and the "direct evidence" (the examined samples of their written work and the oral reports of the instructors), we feel justified in concluding that indeed the courses in questions have succeeded in meeting the Learning Outcome in question. Significantly, in the online survey, all of the respondents (36 of 36 total respondents) "agreed" (either "strongly" or "mildly") that they felt that the Learning Outcome had been achieved.

Recent Curricular Changes Based on 2017 Assessment Results:

No curricular changes were made last year since our Assessment process concluded that available evidence last year clearly indicated that all Lit Core students evaluated met the proficiency requirement with respect to the 2017 designated Learning Outcome, i.e., "Students will manifest an appreciation for the workings of the literary imagination." Significantly, in the online survey, a solid majority of the respondents had "agreed" (either "strongly" or "mildly").

6) Date of the most recent program review. (Your latest comprehensive departmental self-study and external review.)

The last Self-study and External Review were carried out in 2010.