Form E-1-A for Boston College Undergraduate Major Program (May 2016)

Program: Romance Languages and Literatures: Majors in French, Hispanic Studies, and Italian

1) Have formal learning outcomes been developed? What are they? (What specific sets of skills and knowledge does the department expect its M.A. candidates to have acquired before they graduate?)

The Department expects its majors to have acquired the following sets of skills and knowledge by the time they graduate from Boston College:

- Demonstrate proficiency in a Romance Language in all of the major skills (speaking, listening, writing, reading).
- Analyze and interpret literary and cultural texts.
- Make cogent, persuasive argument using sufficient, verifiable data and rational, critical thinking.
- Identify major literary figures and their principal works.
- Demonstrate familiarity with literary genres and critical terminology.
- Demonstrate awareness of cultural difference implicit and explicit in the acquisition of a second language.

2) Where are these learning outcomes published? Be specific. (Where are the department’s learning expectations accessible to potential students: on the web or in the catalog or in your department’s major handouts?)

They are published on the "Learning Outcomes Assessment" page of the RLL Department website: [http://www.bc.edu/schools/cas/romlang/undergradprog/learning-outcomes-assessment.html](http://www.bc.edu/schools/cas/romlang/undergradprog/learning-outcomes-assessment.html)

3) Other than GPA, what data/evidence is used to determine whether majors 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?)

(A) Indirect Evidence: an online multiple-choice questionnaire is sent to all majors during the last month of their senior year, soliciting their opinion of how well each of the specific Learning Outcomes has been achieved. Opportunity is given there as well for making any recommendations for improving the program.

(B) Direct Evidence: During their senior year, majors write a substantive piece of analytic prose for purposes of assessment, such as the samples collected for this
exercise. Each section gathers and analyzes its data, after which department-wide majors are collectively assessed at a plenary FT faculty meeting.

In our assessment this year, we chose to focus on the following Learning Outcome: "Analyze and interpret literary and cultural texts."

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 entire body of full-time professors in the department, beginning with the evaluations within each language section group (French, Hispanic Studies, Italian) during the second half of April. In May we proceed to a department-wide meeting at which all FT professors are present and participate actively. At this time, the interpretation of the assessment results and the recommendations for program changes that were first formulated by each language section are in turn reviewed by the whole body of professors, who refine or re-elaborate (in terms of the collective experience of the dept.) the analysis and interpretation of the results as necessary. Overseeing the entire process from beginning to end are the Director of Undergraduate Studies and the Department Chair.