Courses Involved: SPAN 3395 "Contextos: Introduction to Literary Analysis of Hispanic Literary Texts" (one course with 4 separate sections); and ITAL3373 "Love, Sexuality and Gender in the European Literary Tradition."

N.B. This year we only had one interdepartmental course that fulfilled the Core "Cultural Diversity" requirement: we did not do an assessment of that course because we felt that a sampling of just the 22 students enrolled would not have been a statistically substantial basis on which to draw conclusions.

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 "Learning Outcomes Assessment" page of the RLL Department website: http://www.bc.edu/schools/cas/romlang/undergradprog/learning-outcomes-assessment.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 recognize the major canonical texts of the target culture pertaining to the specific time period covered by the course."
A. Direct Evidence: Analysis of final essays written by students.

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.