

**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, "Racism: French and American Perspectives" (Flagg)**

**1) Have formal learning outcomes been developed?**

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 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 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?)**

*Results of 2018 Assessment Process:*

With respect to this year's assessment, all evidence consistently affirms that we have realized the designated Learning Outcome. Based upon the wide range of available evidence – the "indirect evidence" (students' own perceptions 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 RLL Cultural Diversity courses have succeeded in meeting the Learning Outcome in question. Significantly, in the online survey, the great majority (over 90%) of the respondents "agreed" (either "strongly" or "mildly") that they felt that all of the Learning Outcomes had been achieved for the course.

*Recent Curricular Changes Based on 2016 Assessment Results:*

This is the first time (since Assessment began) that we have had more than one course in our department satisfying the Cultural Diversity requirement (and hence, with a critical mass of students enrolled), there are no previous assessment results to discuss here.

**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.