Elements of the Assessment Process
Form E-1-A for Boston College Departments/Programs

Program (Department):
LINGUISTICS (Slavic and Eastern Languages & Literatures)

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

1. The ability to explicate an extended linguistic argumentation.
2. The ability to analyze linguistic data with a view towards making significant generalizations about the corpus of data within the framework of a theory about the nature of language.
3. An in-depth knowledge of a specific area of emphasis tailored to the student’s interests.

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

Web based university catalog at
http://www.bc.edu/schools/cas/slavic-eastern/undergraduate/linguistics-major.html
also to be added to the Departmental web site currently under revision.

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?)

Through AB Comprehensives, now required for all Linguistics majors. These comprehensives consist of three component exercises:
1. A written review of a journal article.
2. The presentation of an organized corpus of linguistic data (often done by composing a problem set and commenting on the utility of the problem and possible solutions).
3. An oral colloquium of 45 minutes usually related to items 1 and/or 2 above or to a senior thesis.
Students enroll in their final semester for LING4391 AB Comprehensive for one credit. Additionally, students working for departmental honors prepare a senior honors thesis under faculty supervision for either one or two semesters.
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?)

Linguistics full-time faculty review the undergraduate program, including comps, on an annual basis, after commencement, and consult as needed with other faculty, including part-time lecturers and faculty from other departments. Ideally we would like to be able to bring in external evaluators to help us discuss the program and its learning outcomes.

(Your latest comprehensive departmental self-study and external review.)

2009.
This was a less helpful review process because it covered three language/literature departments in one day, reviewers had not even looked at CVs, for example, before coming to campus, and the review barely considered the Linguistics component of our department.