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

Program (Department):
RUSSIAN (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. Acquire an advanced proficiency in the Russian language.
2. A working familiarity with the principal works, authors, and literary movements in Russian literature and culture.
3. An acquaintance with the principal formal linguistic structures which underly the Russian language, either historically or synchronically.

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/russian-major.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?)

Through AB Comprehensives, presently recommended, eventually to be required for all Russian majors.
These comprehensives comprise three components:
1. An oral examination in Russian, with discussion involving reading, interpretation, and analysis, stylistic and grammatical of a text from Russian literature.
2. A written examination successfully identifying selected key terms from Russian literature and culture (authors, works, genres, movements).
3. A written examination either treating a given problem in Russian historical linguistics or a topic of structural descriptive grammar.
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?)

Slavic full-time faculty, in an annual, post-commencement, review the undergraduate program in Russian, including comprehensives, and consult as needed with other faculty, including part-time lecturers and faculty from other departments. Ideally the process would also bring in external evaluators to help us discuss the program and its learning outcomes.