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

Program (Department):
SLAVIC STUDIES (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 a broad–based understanding (history, literature, culture) of scholarship about Russia, including the former Soviet Union, and the Slavic-speaking nations and societies of Eastern Europe. A student should have one principal cultural/geographic area and one secondary area.  
2. Working ability in a Slavic language at or above the intermediate level.

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/slavic-studies-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?)

We have yet-untested plans for AB Comprehensives which would be required for all Slavic Studies majors.  
1. These comprehensives would consist in the composition of two essays, addressing the status or history of a problem question in the major and minor areas. These essays must employ source and research material in the language(s) of the principal area(s).  
2. An oral colloquium presenting the contents and conclusions of the two essays. 

Additionally, students working for departmental honors prepare a senior honors thesis under faculty supervision for either one or two semesters. Together these papers and colloquium would constitute a portfolio.
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, would review the undergraduate program in Russian, including comprehensives, and consult as needed with other faculty, including part-time lecturers and, especially since this is an interdisciplinary degree, faculty from other cooperating departments. Ideally the process would also bring in external evaluators to help us discuss the program and its learning outcomes.