



SAINT LOUIS
UNIVERSITY

Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): Russian (Major)
 Department: Languages, Literatures, and Cultures
 College/School: Arts & Sciences
 Person(s) Responsible for Implementing the Plan: Department Chair
 Date Submitted: November 1, 2016

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Assessment Data
<p><i>What do you expect all students who complete the program to know, or be able to do?</i></p>	<p><i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i></p>	<p><i>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</i></p>	<p><i>How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?</i></p>
<p>-Student will be able to communicate with confidence in Russian in interpersonal, interpretive, and presentational modes at the Intermediate-Mid level (based on ACTFL Can-Do statements).</p> <p>-Interpersonal: Student can handle short social interactions in everyday situations by asking and answering a variety of questions.</p> <p>-Presentational (Speaking): Student can make a presentation in a generally organized way on school, on education, and on researched topics.</p> <p>-Presentational (Writing): Student can write on</p>	<p>1. Interpersonal communication: An oral exit interview after the completion of a RUSS 4XXX language course.</p> <p>2. Presentational communication (Speaking): This should be assessed when the student presents as part of the final requirements for a RUSS 4XXX language course.</p> <p>3. Presentational communication (Writing): This should be assessed at the end of RUSS 4XXX – Senior Inquiry, Senior Residency or Capstone course.</p>	<p>Direct measure:</p> <p>1. Interpersonal communication: Oral interview</p> <p>2. Presentational communication (Speaking): Presentation within the context of a RUSS 4XXX language course.</p> <p>3. Presentational communication (Writing): Brief composition in simple paragraphs to be included as part of the student's portfolio.</p>	<p>The departmental assessment committee will review assessment results and will share them with full-time faculty in the Russian division. Changes to the program will be made in consultation with the Chair.</p>

topics relating to school, work, community, and researched topics (requiring interpretive reading and/or listening) in a generally organized way in simple paragraphs with various time frames represented.			
<p>- Student can demonstrate will be able to articulate distinctive characteristics of Russian culture in the fields of architecture, art, history, literature, music, philosophy, political science, and theology.</p> <p>- Undergraduate majors will demonstrate an ability to analyze critically famous narratives in prose and will articulate how Russian literary, historical, and cultural traditions are situated within global contexts.</p>	<p>Assessment: -In the student's portfolio will be kept assignments from courses that attest to this intercultural competency.</p> <p>-This can be assessed in connection with courses RUSS 2XXX, RUSS 3XXX, RUSS 4XXX.</p>	<p>Direct measure: Oral interview or presentation in connection with RUSS 3XXX, RUSS 4XXX, or Senior Inquiry.</p> <p>Indirect measure: -Participation in study abroad. -Placement of graduating seniors into related graduate and professional programs.</p>	<p>The departmental assessment committee will review assessment results and will share them with full-time faculty in the Russian division. Changes to the program will be made in consultation with the Chair.</p>

- 1. It is not recommended to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.**

Each division in LLC will assess outcomes annually, beginning in the 2015-2016 academic year. In the Russian program, assessment for the core take place in the fall semester whereas assessment for the major will occur in the spring semester. Each major will have a file, into which selected assignments attesting to the successful completion of learning outcomes will be placed. It will be the responsibility of the full-time faculty members in the program to complete and monitor assessment.

- 2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?**

This is not coordinated with Madrid.

- 3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers,**

alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

- a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

The plan will be reviewed every 7 years: the year before the department's program review.

- b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

Students were not involved in the development of this plan.

- c. What external sources were consulted in the development of this assessment plan?

ACTFL: American Council on the Teaching of Foreign Languages
The College of Wooster's Curricular Review (2012-13)

The assessment plan for the Department of Languages, Literatures, and Cultures was developed in part by a Focus Group comprised of members from each of the divisions whose programs will be assessed.