

# **Undergraduate Academic Assessment Plan 2012-2013**

Program Name: Russian

College Name: CLAS

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# Russian, College of Liberal Arts and Sciences

## Undergraduate Academic Assessment Plan

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### **Mission Statement**

The program in Russian endorses the premise that to learn another language is to step into another world. The knowledge acquired in this transformative process has an intrinsic value to the university and its students. As such, the program has as its mission facilitating the study of Russian language, literature and culture at the undergraduate level in such a way that students actively engage with this field of knowledge. Our mission aligns with the college mission to conduct scholarly inquiry and mentor students to become the next generation of intellectual and scientific pioneers. The mission also aligns with UF's mission to explore traditions and cultures of all societies.

### **Student Learning Outcomes (SLOs)**

Existing SLOs in the 2012-13 undergraduate catalog:

1. Know and be proficient in Russian language, equivalent to that normally attained through three years of college Russian language study.
2. Understand Russian literature as well as cultural trends and traditions.
3. Evaluate the significance of information gathered from authentic sources in Russia and Russia-related countries and apply it effectively.
4. Articulate clearly in speech and in writing research and reception of target culture.

Revised SLOs for the 2013-14 undergraduate catalog:

Content

1. Express proficiency in Russian language, equivalent to that normally attained through three years of college Russian language study.
2. Describe and define Russian literature as well as cultural trends and traditions.

Critical Thinking

3. Evaluate the significance of information gathered from authentic sources in Russia and Russia-related countries and apply it effectively.

Communication

4. Articulate clearly in speech and in writing research and reception of target culture.

New/Revised SLOs, 2013-14*	Link to 2012-13* SLOs
<b>Content</b>	
Express proficiency in Russian language, equivalent to that normally attained through three years of college Russian language study.	Know and be proficient in Russian language, equivalent to that normally attained through three years of college Russian language study.
Describe and define Russian literature as well as cultural trends and traditions.	Understand Russian literature as well as cultural trends and traditions.
<b>Critical Thinking</b>	
Evaluate the significance of information gathered from authentic sources in Russia and Russia-related countries and apply it effectively.	Evaluate the significance of information gathered from authentic sources in Russia and Russia-related countries and apply it effectively.
<b>Communication</b>	
Articulate clearly in speech and in writing research and reception of target culture.	Articulate clearly in speech and in writing research and reception of target culture.

\*undergraduate catalog dates

## Curriculum Map

NOTE: Each SLO has to have an Introduced, Reinforced, and Assessed doesn't have to be the same course.

Curriculum Map for:

Program: Russian

College: CLAS

Key: Introduced

Reinforced

Assessed

Courses SLOs	Course1 RUS4501	Course2 RUS3400	Course3 RUS1130	Course4 RUS4930	Course5 RUT3441	Additional Assessments
<b>Content Knowledge</b>						
#1	A Term Paper	I, R		R	I, R	Language Proficiency Test
#2	A Term Paper			I, R	I, R	
<b>Critical Thinking</b>						
#3	A Term Paper	I, R		R	I, R	
<b>Communication</b>						
#4	A Term Paper		I	R	I, R	

## Assessment Cycle

### Assessment Cycle Chart

Assessment Cycle for:

Program: Russian

College: CLAS

Analysis and Interpretation:

Fall term annually

Improvement Actions:

Fall term annually

Dissemination:

Fall term annually

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
#1		X	X	X	X	X	X
#2		X	X	X	X	X	X
<b>Critical Thinking</b>							
#3		X	X	X	X	X	X
<b>Communication</b>							
#4		X	X	X	X	X	X

## Methods and Procedures

### SLO Assessment Matrix

The SLO Assessment Matrix is new for the 2012-13 Academic Assessment Plans. We have populated the matrix to the extent possible with the information we have available. Please complete the matrix.

**Assessment Method** - For each SLO, please enter the assessment method you are using – exam (course, internal, or external), project, paper, presentation, performance, etc.

**Measurement** – list the measurement procedure you use for this outcome. It can be a faculty-developed rubric with the minimum acceptable level identified, an exam score and the minimum passing score, or other measurement. **Required for 2012-13: Include at least one example of a rubric used to assess an SLO.**

### SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Express proficiency in Russian language, equivalent to that normally attained through three years of college Russian language study.	Term paper; Language Proficiency Test	Term paper rubric
Describe and define Russian literature as well as cultural trends and traditions.	Term paper	Term paper rubric
Evaluate the significance of information gathered from authentic sources in Russia and Russia-related countries and apply it effectively.	Term paper	Term paper rubric
Articulate clearly in speech and in writing research and reception of target culture.	Term paper	Term paper rubric

The program in Russian has guidelines regarding minimum grades and required courses. These are set out at: <https://catalog.ufl.edu/ugrad/current/liberalarts/majors/russian.aspx>

Assessment oversight of Russian is built into the prerequisites of the program: the minimum grade requirement determines continuing progress in the program. Moreover, students must achieve an acceptable score on the Russian proficiency test, or the equivalent, at the end of the third year of language study; obtain a satisfactory faculty evaluation of a term paper or final project completed for

the Russian major's seminar, the senior thesis or the equivalent and complete requirements for the baccalaureate degree, as determined by faculty.

Sample Rubric for grading term paper	A Paper	B Paper	C Paper	Unsatisfactory
Ideas	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis is clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Attempts to define terms, not always successfully.	Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.
Organization & coherence	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some logical links may be faulty, but each paragraph clearly relates to the paper's central idea.	May list or arrange ideas randomly. May use transitions, but they may not be logic based. Paragraphs have topic sentences but may be overly general.	Organization may be random and lack internal paragraph coherence using few transitions. Paragraphs may lack topic sentences or main ideas, or be too general or too specific to be effective. Paragraphs may not all
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points and interpret the evidence/explain connections between evidence and main ideas.	Uses generalizations often to support main points. Examples may not be obvious or relevant. Often depends on unsupported opinion or	Uses irrelevant details or lacks supporting evidence. May be a summary rather than analysis.
Mechanics	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which do not impede understanding.	Usually contains several mechanical errors but do not impede the overall understanding.	Contains many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.

## Assessment Oversight

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