## Russian Studies B.A. Degree College of Liberal Arts
### Table 4.1 Outcomes Assessment Implementation Summary
Complete a separate table for each degree and certificate program

| | Academic Year | | |
|---|---|---|---|
| | 2009-10 | 2010-11 | 2011-12 |
| Assessment information collected | 1) Exit survey/interview of graduates assesses student satisfaction with the program and the skill obtained. A written survey is completed during the semester prior to graduation. Results are compiled and evaluated by department faculty.<br>2) Student performance in RUSS 432 (capstone) course. | 1) Exit Surveys/Interviews of graduating students to assess student satisfaction with the program, courses and instruction.<br><br>2) Student performance in RUSS 432 capstone course. | 1) Exit Surveys/Interviews of graduating students to assess student satisfaction with the program, courses and instruction.<br><br>2) Student performance in RUSS 432 capstone course. |
| Conclusions drawn from the information collected above and how are faculty collectively involved in drawing conclusions | 1) Two exit surveys were returned. Graduates expressed a great deal of satisfaction with the Russian program and faculty. | 1) One exit survey was returned. The graduate expressed a great deal of satisfaction with the Russian Studies program and faculty (in 10 out of 16 questions). Graduate would have liked to see more variety in course offerings. | 1) No exit surveys were returned for this academic year, since there are no graduating seniors this year.<br><br>2) The one student who took the Russian capstone course (as an independent course) did extremely well in all four areas of language acquisition areas. However, this student is exceptional. |
| Curricular changes resulting from conclusions drawn above | 1) Changing the requirement from one long final term paper to four short essays in addition to a take-home final exam has had a favorable impact on student learning outcomes. Writing four short essays is a more achievable goal, while maintaining the same standards for writing competence and reading comprehension. | None | None |

Submitted by:   Trina R. Mamoon