Template

Program __Hellenic Studies minor________

Department __History_________________

Number of students enrolled in the program in Fall, 2011 __5____________________

Faculty member completing template __Aaron Cohen____________ (Date __1-31-12_______)

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

The Hellenic Studies minor program does not have a formal assessment program, since the history department has focused on BA learning outcomes.

While ten years ago many faculty members were skeptical about assessment, at present the great majority accept the need for assessment. Our BA History assessment is a model process. The department expects to continue to develop its assessment plan to take into account further changes in assessment strategy and technique as recommended by the university.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

The Hellenic Studies minor program has a set of learning goals that are not yet assessed. In no prioritization order, they are:

a. Students will acquire an introduction to the Greek language in either its ancient or modern form

b. Students will demonstrate basic knowledge of Greek history and civilization from antiquity to the modern period

c. Students will be introduced to aspects of Greek culture in either its ancient or modern form
3. *For undergraduate programs only*, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

The Hellenic Studies minor program does not yet have a formal assessment program. The coursework required to gain a Hellenic Studies minor, however, touches all categories of the Baccalaureate Learning Goals. It contributes to cultural literacy and develops critical thinking and other useful skills while helping students understand the present and plan for the future. Once the assessable learning outcomes are determined, more specific information can be given about how they align with BLGs.

4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

The Hellenic Studies minor program does not yet have a formal assessment program. Our BA History assessment is a model process and will serve as a starting point for our department in developing a Hellenic Studies minor assessment plan.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

Changes that have been made (discussed below) come from initiative of the Hellenic Studies director and faculty. Once an assessment plan is in place, we can use data to further develop the program.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.
The department has not sought data from Hellenic Studies alumni to measure longer-term effects of accomplishment of our learning outcomes since there are no outcomes for the minor. We know that one of the graduates, however, was accepted into a PhD program in Hellenic Studies at Simon Fraser University. In addition, another graduate was offered a prominent position at the Greek-America Foundation in Chicago. Many other students have continued to law school and find that the Hellenic Studies minor benefitted them.

The main impediment is the more general problem of identifying former students to receive the survey (it would be nice if the university could provide us with follow-up contact information). We are willing to take advice about how to measure our graduates’ use of their minor after graduation.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

The Hellenic Studies minor program does not have an accrediting agency.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

The appropriate practices for assessment of minors is still under review and development on the national and university level. The history department expects to respond and adapt to any future recommendations that are made regarding assessment of minors.

While the history department has not yet systematized an assessment program for the Hellenic Studies minor, the department has nonetheless devoted considerable time to discussing program strengths and weaknesses and revamping the program accordingly. For example, the Hellenic Studies committee is in the process of introducing new courses in Greek language and written culture. These courses are intended to serve as core courses for the minor and were created in response to the lack of such offerings at the university.

The Hellenic Studies minor is associated with the Tsakopoulos Hellenic Collection in the CSUS Library. The director of Hellenic Studies (Katerina Lagos) is responsible not just for the minor but for integrating it and its students with the Greek-American community, which supports the Tsakopoulos Hellenic Collection and the minor. Community outreach is thus an important part of this program and minor.