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?

[Please limit your response to 200 words or less]

The organizational culture regarding assessment of minors became noticeable in the 2009 – 2010 academic year in association with the preparation for the Department’s Program Review in 2010. The department completed a course matrix for each of the languages offered (Chinese, French, German, Italian, Japanese, Punjabi, Russian and Spanish). The report for 2010-2011 included assessment data for the Minors. Effective with the 2010 – 2011 assessment, the Department included assessment information for all service courses, this included Russian.

The next steps include collecting assessment data for all the languages with a minor program. These findings will be included in the assessment report for 2011 – 2012. More specifically, during the first day of classes in Spring 2012, the Department administered a pre-assessment tool in the 1B language courses (including RUSS 1B). The results of the pre-assessment will be compared with data to be collected using a post-assessment instrument at the end of the semester in the 1b language courses.

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.

[Please limit your response per outcome to 300 words or less]

The program requires the completion of 12 units in Russian (not including RUSS 1 A and RUSS 1B – elementary Russian)
Student assessment learning outcomes are known as the “The 5 C’s”: Communication, Culture, Connections, Comparisons, and Communities

a) Communication: Students demonstrate their ability to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions; understand and interpret written and spoken language on a variety of topics; present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

b) Culture: Students show an understanding of the relationship between the practices and perspectives of the culture studied; an understanding of the relationship between the products and perspectives of the culture studied

c) Connections: Students reinforce and further their knowledge of other disciplines through the foreign language; acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

d) Comparisons and Communities: There are two “takeaways” in this area. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own and the concept of culture through comparisons of the cultures studied and their own. Students use the language both within and beyond the school setting and demonstrate that they are becoming life-long learners by using the language for personal enjoyment and enrichment.

All of the learning outcomes are linked and reinforce each other. There is no hierarchy to these unifying concepts and processes, it is best to understand them as five interconnecting areas. However, Communication is the outcome that we have worked on the most.

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.

[Please limit your response to 400 words or less]

The University’s Baccalaureate Learning Goals are identified by a number; and the number in parentheses after each of the Student Learning Outcomes identifies which Baccalaureate Learning Goal is aligned with the Student Learning Outcomes: 1. Competence in the Disciplines; 2. Knowledge of Human Cultures and the Physical and Natural World; 3. Intellectual and Practical Skills; 4. Personal and Social Responsibility; 5. Integrative Learning

STUDENT LEARNING OUTCOMES FOR RUSSIAN LANGUAGE LEARNING

COMMUNICATION

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (2, 3)

Students understand and interpret written and spoken language on a variety of topics (2, 3)

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (2, 3)
CULTURES
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied (1, 2, 3, 4)

Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied (1, 2, 3, 4)

CONNECTIONS
Students reinforce and further their knowledge of other disciplines through the foreign language (3, 5)

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures (3, 5)

COMPARISONS
Students demonstrate understanding of the nature of language through comparisons of the language studied and their own (2, 3, 5)

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. (2, 3, 5)

COMMUNITIES
Participate in Multilingual Communities at Home & Around the World

Students use the language both within and beyond the school setting (4, 5)

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. (4, 5)

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.
   [Please limit your response to 200 words or less per learning outcome]

(If the requested data and/or analysis are not yet available for any of the learning outcomes, please explain why and describe the plan by which these will occur. Please limit your response to 500 words or less.)

Demonstrated in the rubrics included in the Department’s Self Study for its 2010-2011 Program Review (see Self Study document).
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.

[Please limit your response to 200 words or less per item]

Based on the assessment findings (high demand for Russian course work), the Department did not eliminate the Russian minor, but instead voted to suspend admission to the minor for two years with anticipation that the Department would identify ways to use its limited resources to continue to cover the instructional needs to maintain the program. The two-year period is being dedicated to reviewing the current use of resources and exploring the possibilities of other revenue sources to support the minor.

More specifically, the instructor for Russian continues to use as many examples of Russian language usage while engaging students in the speaking of the language (this includes involvement with the local Russian community, participation in tutoring, engagement in the language lab).

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.

[Please limit your response to 300 words or less] – data have been collected informally over the years; however, a systemic approach using survey Monkey was developed during the Self Study process and has been formalized for use by all languages in the Department.

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?

[Please limit your response to 300 words or less]

The learning goals pursued by the minor program are based on the Standards for Foreign Language Learning in the 21st Century (1999), adopted nationally, known as "The Five Cs" (Communication, Cultures, Connections, Comparisons, Communities) of foreign language education. The standards resulted from a collaborative project of a task force of eleven Foreign Language associations.

http://www.actfl.org/i4a/pages/index.cfm?pageid=3392
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?

[Please limit your response to 200 words or less]

While the acceptance of minor applications for Russian has been suspended, the Department has found ways to manage its resources to ensure RUSS 1A and RUSS 1B (Elementary Russian) courses continue to be offered.