

2018-19 Student Learning Assessment Report, Academic

Program: Classics	Degree: Major	Department Head: Michael Sham	Submitted By: Michael Sham	Date Submitted: 06/30/2019
<p>Mission:</p> <p>The objectives of the Classics curriculum are twofold. First, the Department teaches courses in Greek or Latin as a preparation for a professional career where knowledge of the original languages is essential. Second, the Department teaches courses (requiring no knowledge of Greek or Latin) that set forth significant aspects of classical civilization: its pervasive ideals, political experiences, artistic forms, and literary archetypes. The offerings of the Classics curriculum are designed to provide a student with a unique grasp of the origins of Western Culture. Courses are structured in three units: GREK–Greek Language and Literature; LATN–Latin Language and Literature; CLSS–Greek and Roman Studies.</p>				
1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase	3. Assessment Procedures (Planning/ determining)	Criteria: (How do you know students are achieving learning outcome?)	
<p>1. Demonstrate proficiency in Latin and/or Greek in the following areas at various levels (from elementary to advanced): morphological structures; syntactical structures; translation of passages of prose and/or poetry of average difficulty; ability to read and to communicate understanding of passage (without formal translation) throughout LATN or GREK 101, 102, 201, 250, 300 (as offered).</p>	<p>Planning Collecting Discussing Impact</p>	<p>Method: (ex. tests, presentations, research paper) Quizzes to test knowledge of morphology Translation tests to test understanding of grammar and syntax. Guided Reading Program to help students begin to read as the Romans read.</p> <p>Using a Sample of Students? Yes</p> <p>If yes, describe your sample. The performance of all students will be assessed. Students who are majors (if any) will be highlighted.</p> <p>When does assessment occur? Throughout the semester</p> <p>How often does assessment occur? Every time the course is taught.</p>	<p>All students meet or exceed standards. (exceeds Standards=90% or above; meets Standards=70% - 90%; does not meet Standards=less than 70%)</p>	

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4. Assessment Results

(Collecting/ analyzing)

This past year I planned some new strategies and incorporated them into Latin 101 and Latin 102 .

The performance of all students were assessed. Students that are majors (if any) will be highlighted.

Latin 101 and 102 is taught every other year, alternating with Greek 101 and 102. Many of the same strategies used in one can be incorporated in the teaching of the other, to some extent. After 101/102, a smaller cohort of students move into advanced Latin or Greek usually in tutorial (less than 10).

In the Fall of 2019 Greek 101 will be taught and students from Latin will advance to Latin 201, intermediate level.

In Latin 101 and 102 (Fall and Spring 2017-2018 students were tested using a variety of methods: quizzes, translation tests, at sight translations in class, and take home translations. It was my intention to increase the use of sight translation exercises to guide students to read Latin as the Romans would have and not merely reconstructing the sentence to approximate English order.

Fall 2017: Latin 101 (11 students; 1 major)

Quizzes (testing simple morphology of forms)

12 students achieved an average score 90-100%

2 students achieved and average score 80-89%

Test 1 (translation test in class)

5 students received an average score 90-100%

7 students received an average score 80-89%

Test 2 (translation test in class)

6 students received an average score 90-100%

4 students received an average score 80-89%

2 students received an average score 70-79%

Final (take home translation)

6 students received an average score 90-100%

6 students received an average score 80-89%

Spring 2019: Latin 102 (8 students; 1 major)

Quizzes (testing simple morphology of forms)

5 students achieved an average score 90-100%

3 students achieved and average score 80-89%

Test 1 (translation test in class)

3 students received an average score 90-100%

5 students received an average score 80-89%

Home work (translation assignments)

4 students received an average score 90-100%

4 students received an average score 80-89%

Final (take home translation)

5 students received an average score 90-100%

3 students received an average score 80-89%

The daily work in class included review of morphology and syntax and at sight translations as a group. That is, the class would be asked to construe a passage in Latin, concentrating on learning to read as the sentence unfolded and not reordering the words into English order.

Learning Outcome Met?

(Based on Criteria)

Yes

5. Use of Results

(Discussing/ using results)

The at sight translations allowed me to model for the students in a concrete way how to process the thoughts in another language as they were presented by the sentence. The student learned: to ask the appropriate questions in trying to unlock a sentence; to anticipate likely constructions they would meet as they moved through the sentence; to make intelligent guess as to word meaning and syntax, which any native user of a language must learn to due.

Also as we moved through the sight translations I was able to identify for each student the difficulties that were particular to the individual student. This allowed me to tailor the lesson in real time to the needs of the individual student. This, of course, requires a class that is not too large in order to be effective.

I plan to employ variations of the sight translations in Fall and Spring 2019-2020 in both Greek 101/102 and Latin 201/250 (intermediate and special topics tutorials)

6. Determining if changes impacted student learning

I found that the daily in sight translations in class, had a beneficial effect on the translation work the students were asked to do on their own.

I think it was this modeling (see column 5) that allowed to students to approach material on their own and feel more comfortable about the process of understanding another language.

1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase	3. Assessment Procedures (Planning/ determining)	Criteria: (How do you know students are achieving learning outcome?)
2. 2. demonstrate writing proficiency in the following areas: ability to fashion a thesis statement; ability to do advanced research in an area of Classical studies; ability to marshal evidence to support a position; ability to communicate the results of research effectively in standard expository prose; ability to use appropriate style (e.g MLA, Chicago, etc.) during CLSS 305, 306, 310, 315, 340 or 360.	Discussing	Method: (ex. tests, presentations, research paper) Exams, quizzes, writing assignments, Weekly reading summaries, directed discussions. Using a Sample of Students? Yes If yes, describe your sample. All students of CLSS 340: Late Antiquity When does assessment occur?	All students met or exceeded standards by achieving a grade of C or better. (exceeds Standards=90% or above; meets Standards=70% - 90%; does not meet Standards=less than 70%)

Throughout the course.

How often does assessment occur?
Assessment occurs at the end of each year

4. Assessment Results

(Collecting/ analyzing)

Assessment was for all students (25 in total; 1 major). For the purposes of this assessment rubric we looked at the exams (which included essays), the writing assignment, weekly summaries, and guided discussions.

Two Exams (30% of grade)

Exams consisted of term/place/person identification and several essays

25 of students achieved 90-100% for the first exam.

23 students achieved 90-100% for the second exam.

2 students achieved 80-89% for the second exam.

Writing Assignment (25% of grade)

Seven page research paper based on a topic of the students choosing with instructor approval.

19 students achieved 90-100%.

4 students achieved 80-90%

2 students achieved 70-79%

Weekly Reading Summaries (10% of grade)

11 students achieved 90-100%

3 students achieved 80-89%

3 students achieved 70-79%

4 students achieved 60-69%

4 students achieved 59% or below

Discussion Leader (15% of grade)

Each week 2-3 students were responsible for leading the discussion of the week. As a discussion leader, students were expected to have thoroughly examined the readings and prepared discussion topics for the class.

25 students achieved 90-100%

Learning Outcome Met?

(Based on Criteria)

Yes

5. Use of Results

(Discussing/ using results)

The students did quite well in the test essays, the writing assignments, and leading group discussions. The results for the weekly reading summaries were more widely distributed. This assignment requires students to grasp and communicate effectively the key ideas of a reading; some students are clearly more adept at this than others. We might design a rubric to isolate the skills necessary with such an assignment. We will have discussions with the instructor.

1. Major/Program Student Learning Outcomes Students will be able to...	2. Phase	3. Assessment Procedures (Planning/ determining)	Criteria: (How do you know students are achieving learning outcome?)
<p>3. 3. demonstrate the following abilities in the area of Greek and/or Latin Literature: a general understanding of literary genres in Latin and/or Greek literature; a knowledge of the major authors in the Greek and/or Roman literary tradition; ability to assess and intelligently critique a piece of Latin and/or Greek literature at the end of CLSS 220, 225, 320, 325 or 330.</p>	<p>Planning Planning2+ Collecting Discussing</p>	<p>Method: (ex. tests, presentations, research paper) 3 Essays, 4 quizzes, final paper or project</p> <p>Using a Sample of Students? Yes</p> <p>If yes, describe your sample. All students of CLSS 330: Ancient Epic</p> <p>When does assessment occur? Throughout semester</p> <p>How often does assessment occur? Every semester course is taught.</p>	<p>All students met or exceeded standards with a grade of C- or better.</p> <p>(exceeds Standards=90% or above; meets Standards=70% - 90%; does not meet Standards=less than 70%)</p>

4. Assessment Results
(Collecting/ analyzing)

CLSS 330: Ancient Epic is usually taught once every other year. It is an advanced course in a literary genre. The course was taught in the Spring 2017. There were 23 students in total; 3 majors.

The course consisted of a series of 4 quizzes based on lectures; 3 essays on specific questions relating to the work being read at the time; and a final paper or project.

- 4 Quizzes (20% of the grade)
- 8 students received 90-100%
- 4 students received 80-90%
- 2 students received 70-79%
- 2 students received 60-69%
- 7 students received 59% or below.

Essay 1 (20% of grade)
 5 students received 90-100%
 13 students received 80-89%
 5 students received 70-79%

Essay 2 (20% of grade)
 5 students received 90-100%
 11 students received 80-89%
 7 students received 70-79%

Essay 3 (20% of grade)
 7 students received 90-100%
 10 students received 80-89%
 6 students received 70-79%

Final Paper or Project
 10 students received 90-100%
 9 students received 80-89%
 4 students received 70-79%

Supporting Document(s):

[Supporting Doc Classics Major Outcome 3 - Paper Topics.docx](#)

Learning Outcome Met?

(Based on Criteria)

Yes

5. Use of Results

(Discussing/ using results)

The students in general performed quite well overall. I was especially pleased with their written performance on the essays and final paper/project. The one item that stands out are the quizzes. The grades reflected a much greater range and a larger number of students simply did not perform well.

The quizzes were fact based questions based on the lectures and student notes and the results in this class reflect anecdotally what i have seen in other classes: the inability of some students to memorize some basic, rudimentary facts, terms, dates, etc. Admittedly this may not be the most important consideration in an age where every fact be looked up on google, still there must be some basic standards here, some general knowledge that students must have at their command.

As I said above, this is a discouraging trend I have seen in a number of classes: students increasingly unable to process/memorize data. There will be discussions about important this is and how best to deal with this.

<p>1. Major/Program Student Learning Outcomes Students will be able to...</p>	<p>2. Phase</p>	<p>3. Assessment Procedures (Planning/ determining)</p>	<p>Criteria: (How do you know students are achieving learning outcome?)</p>
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<p>4. "4. demonstrate the following abilities in the area of Greek and/or Roman History and Culture: general knowledge of the major periods of Roman and/or Greek history; a general knowledge of the major figures and their contributions; a general knowledge of major terms or ideas; a general understanding of the geography of the ancient world; a general understanding of the importance of the historical or cultural artifact within its own culture and its legacy upon the later Western tradition.</p>	<p>Planning Planning2+</p>	<p>Method: (ex. tests, presentations, research paper) Quizzes, tests, essays.</p> <p>Using a Sample of Students? Yes</p> <p>If yes, describe your sample. All students of CLSS 105: The Greeks</p> <p>When does assessment occur? Throughout</p> <p>How often does assessment occur? Each time the course is taught.</p>	<p>All students met or exceeded standards with a grade of C- or better.</p> <p>(exceeds Standards=90% or above; meets Standards=70% - 90%; does not meet Standards=less than 70%)</p>
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