

## 2015-16 Student Learning Assessment Report, Academic

<b>Program:</b> Classics	<b>Degree:</b> Major	<b>Department Head:</b> Michael Sham	<b>Submitted By:</b> Michael Sham	<b>Date Submitted:</b> 05/19/2016	
<p><b>Mission:</b> 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)	4. Assessment Results (Collecting/ analyzing)	5. Use of Results (Discussing/ using results)	6. Determining if changes impacted student learning
<p>1. Demonstrate proficiency in Latin and/or Greek in the following areas: 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 GREK/LATN 250 or 300.</p> <p>Criteria: (How do you know students are achieving learning outcome?) All students meet or exceed standards. (exceeds Standards=90% or above; meets Standards=70% - 90%; does not meet Standards=less than 70%)</p>	Impact	<p>Method: (ex. tests, presentations, research paper) sight reading of unprepared passages in class</p> <p>Using a Sample of Students? Yes</p> <p>If yes, describe your sample. All students in LATN 250: Readings in Livy</p> <p>When does assessment occur? Throughout the semester</p> <p>How often does assessment occur? In the spring semester when the course is taught.</p>	<p>50 % of students met or exceeded standards</p> <p>Learning Outcome Met? (Based on Criteria) No</p>	<p>I tried to incorporate more sight reading of unprepared passages at least 15 minutes each week, partly to see if students would be able to intelligently construe a passage they had not seen before and partly as a way for me see how the students approached translation and the process they employed.</p>	<p>The students had some difficulty with the process of sight reading, which can differ considerably from preparing a written translation. The most consistent problem was finding the most effective way into a sentence. In the future, sight reading should be tied more closely to comprehension exercises.</p>
<p>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.</p> <p>Criteria: (How do you know students are achieving learning outcome?) All students meet or exceed standards. (exceeds Standards=90% or above;</p>	Discussing	<p>Method: (ex. tests, presentations, research paper) Research Paper</p> <p>Using a Sample of Students? Yes</p> <p>If yes, describe your sample. All students of CLSS 306: Roman Civilization</p>	<p>100 % of students met or exceeded standards</p> <p>Learning Outcome Met? (Based on Criteria) Yes</p>	<p>Research paper involved students selecting a film's depiction of Ancient Rome and analyzing how Rome was depicted and how accurate that depiction was.</p> <p>The paper required students to be able to compare the cinematic depiction with the historical record and to have a full grasp of the possible source material used.</p> <p>The students generally do a very good job of assessing the historical accuracy of the film.</p> <p>That so many met or exceeded the standard</p>	

<p>meets Standards=70% - 90%; does not meet Standards=less than 70%)</p>		<p>When does assessment occur? End of the semester</p> <p>How often does assessment occur? Each semester the course is taught</p>		<p>might suggest requiring a more in depth analysis or more challenging thesis.</p>	
<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>Criteria: (How do you know students are achieving learning outcome?) All students meet or exceed standards. (exceeds Standards=90% or above; meets Standards=70% - 90%; does not meet Standards=less than 70%)</p>	<p>Collecting</p>	<p>Method: (ex. tests, presentations, research paper) Research Essay</p> <p>Using a Sample of Students? Yes</p> <p>If yes, describe your sample. All students of CLASS 325: Myth and Literature</p> <p>When does assessment occur? Throughout semester</p> <p>How often does assessment occur? Every semester course is taught.</p>	<p>80% percent of met or exceeded standards.</p> <p>The research essay was has multiple parts: 1. Research scholarly articles on a literary topic of interest to the student. 2. Select one article whose thesis or argument you wish to explore. This will be the primary article. 3. Find two other articles that touch on that same argument. These will be secondary articles. 4. Write up an analysis of the thesis of the primary article, summarizing main points, and how each of the secondary articles intersects with the primary article. 5. Evaluate the arguments of the all the articles, in terms of their effectiveness. 6. Draw conclusions, express student's own insight, suggest new questions of further analysis.</p> <p>Learning Outcome Met? (Based on Criteria) Yes</p>		
<p>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 at the end of CLSS 240, 245, 305 or 306</p> <p>Criteria: (How do you know students are achieving learning outcome?)</p>	<p>Planning</p>	<p>Method: (ex. tests, presentations, research paper) Writing Assignment</p> <p>Using a Sample of Students? Yes</p> <p>If yes, describe your sample. All students of CLSS 240: Greek Archaeology</p> <p>When does assessment occur? End of the semester</p>	<p>The second writing assignment in the class is based in an examination of an unknown artifact.</p> <p>Students are required to write a 4 page paper attempting to date the piece using only what they had learned over the semester.</p> <p>Students were required to provide comparison examples of known works to strengthen their argument.</p>		

