

2016-17 Student Learning Assessment Report, Academic

Program: Classics	Degree: Major	Department Head: Michael Sham	Submitted By: Michael Sham	Date Submitted: 05/31/2017	
<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)	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 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>	<p>Planning Planning2+</p>	<p>Method: (ex. tests, presentations, research paper) Targeted Translation at Sight; Incorporation Composition</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</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>

		course is taught.			
<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 306: Roman Civilization</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) 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>When does assessment occur? End of the semester</p> <p>How often does assessment occur? Each semester the course is taught</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 might suggest requiring a more in depth analysis or more challenging thesis.</p>	The grades in the project and the final grades indicated that the work was more rigorous and there was an increase in standards.
<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 225: Greek Literature</p> <p>Criteria: (How do you know students are achieving learning outcome?) All students meet or exceed</p>	Planning Planning2+	<p>Method: (ex. tests, presentations, research paper) Multiple Essays</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?</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</p>		

<p>standards. (exceeds Standards=90% or above; meets Standards=70% - 90%; does not meet Standards=less than 70%)</p>		<p>Throughout semester</p> <p>How often does assessment occur? Every semester course is taught.</p>	<p>be the primary article.</p> <p>3. Find two other articles that touch on that same argument. These will be secondary articles.</p> <p>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.</p> <p>5. Evaluate the arguments of the all the articles, in terms of their effectiveness.</p> <p>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. "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</p>	<p>Collecting Discussing</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>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</p>	<p>100 % of students meet or exceed standards, but the distribution of grades reflected a better spread of grades from A-C, indicating increased rigor.</p>	

<p>and its legacy upon the later Western tradition at the end of CLSS 240: Greek Art and Archaeology</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>When does assessment occur? End of the semester</p> <p>How often does assessment occur? Each time the course is taught.</p>	<p>learned over the semester.</p> <p>Students were required to provide comparison examples of known works to strengthen their argument.</p> <p>Learning Outcome Met? (Based on Criteria) Yes</p>		
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