

2017-18 Student Learning Assessment Report, Academic

Program: Classics	Degree: Major	Department Head: Michael Sham	Submitted By: Michael Sham	Date Submitted: 07/12/2018
<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). Redesign will occur in Fall 2018 in LATN 101.</p>	<p>Planning2+</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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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>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. This assessment cycle reflects CLSS 306: Roman Civilization.</p>	Collecting	<p>Method: (ex. tests, presentations, research paper) Take home essay I on the history of the Roman Republic. Take home essay II on the collapse of the empire. Group presentations on aspects of Roman politics or culture.</p> <p>Using a Sample of Students? Yes</p> <p>If yes, describe your sample. All students of CLSS 306: Roman Civilization. Majors and Minors will be highlighted.</p> <p>When does assessment occur? Throughout the course.</p> <p>How often does assessment occur? Each semester the course is taught</p>	<p>All students met or exceeded standards by achieving 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>
<p>4. Assessment Results (Collecting/ analyzing)</p> <p>Essay I: 25 students were A-/A+ (including 1 major and 1 minor). 5 students were in the B-/B+ range.</p> <p>Essay II: 24 students were in the A-/A+ range (including 1 major and 1 minor) 6 students were in the B-/B+ range</p> <p>Presentation: All students were in the A-/A+ range.</p> <p>The students demonstrated a very strong ability to marshal evidence to discuss intelligently the history of the Roman Republic and the collapse of the Roman Empire and to write cogently on the various topics. There will be some discussion of the rigor of the assignments and whether they should be more nuanced.</p>			

Learning Outcome Met?

(Based on Criteria)

Yes

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. This assessment cycle reflects CLSS 320: Greek Tragedy.</p>	<p>Discussing</p>	<p>Method: (ex. tests, presentations, research paper) A series of 4 quizzes. A series of 4 essays on specific plays. Final Test Discussion centered participation</p> <p>Using a Sample of Students? Yes</p> <p>If yes, describe your sample. All students of CLSS 320: Greek Tragedy. Majors and minors will be highlighted.</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)

Quiz Average:

7 students received an A- or better.
6 students were in the B-/B+ range.
3 students were in the C-/C+ range.
2 students were in the D-/D+ range.
1 student failed.

4 Essays for 19 students for total of 84:

22 grades were A-/A+
 47 grades were B-/B+
 7 grades were B-/B+

Final Test:

3 students were A-/A+
 12 students were B-/B+
 4 students were C-/C+

Learning Outcome Met?

(Based on Criteria)

Yes

5. Use of Results

(Discussing/ using results)

The students in general found the quizzes more challenging than expected. The results from the first quiz were very poor all around, so much so that a makeup quiz was offered at the end of the semester. Most students availed themselves of the opportunity and most improved their quiz average markedly. The material was not drastically different from the first quiz, but the timing of the quiz might have been an issue. Perhaps it was too soon for students to have fully digested much of the material.

The essay grades were very encouraging, since the students grappled with multipart essays and performed very well.

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>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 at the end of CLSS 240, 245, 305 or 306. This assessment cycle reflects CLSS 240: Greek Archeology and Art. .</p>	<p>Collecting Discussing</p>	<p>Method: (ex. tests, presentations, research paper) Three exams to test memorization and recognition; a comparison essay of two objects involving critical appraisal of what has been learned; a final essay to show comprehension of the major topics</p> <p>A short writing assignment dedicated to a site that was NOT explored in class, requiring the students to observe similarities and differences.</p> <p>A longer writing assignment in which a students give an appraisal of unseen artifacts. They must apply what they have learned to place the object in its cultural and chronological context. They must identify the artist, if possible.</p> <p>Group project on various historical periods explored throughout the course.</p> <p>Using a Sample of Students? Yes</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>

If yes, describe your sample.
All students of CLSS 240: Greek Archaeology

When does assessment occur?
Throughout

How often does assessment occur?
Each time the course is taught.

4. Assessment Results (Collecting/ analyzing)

Exam 1:

10 students received an A- or better.
11 students received B-/B+
7 students received C-/C+
1 student received D-/D+

Exam 2:

20 students received an A- or better.
9 students received B-/B+
students received C-/C+
student received D-/D+

Exam 3:

18 students received an A- or better.
10students received B-/B+
1 student received C-/C+

Short Writing:

29 students received an A- or better.

Longer Writing:

27 students received an A- or better.
2 students received an B-/B+

Group:

29 students received A- or better.

Learning Outcome Met?

(Based on Criteria)

Yes

5. Use of Results

(Discussing/ using results)

The grade distribution seems more balanced for the exams.

There will be further discussion of whether the writing assignments are significantly rigorous enough or whether there should be a greater expectations placed on the students, particularly in terms of their analysis of unseen archeological sites and artifacts.