



# Student Learning Assessment Report, Academic

Report Year

2022-2023

Program

Classics Major

Department Head

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Submitted By

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Previously Submitted Reports

2021-2022 Classics Major

Mission

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.

## Assessment

### 1. Major/Program Student Learning Outcomes

*Student will be able to...*

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).

### 2. Phase

*Check all that apply*

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

### 3. Assessment Procedures (Planning/ determining)

**Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)**

Two homework assignments (translations); two quizzes; two tests; Final Translation Project

**When does assessment occur?**

Throughout the semester.

**How often does assessment occur?**

Every other year. Elementary Greek 101/102 and Elementary Latin 101/102 are taught in alternate years

**Criteria (How do you know students are achieving learning outcome?)**

Students do daily work in reading, reading comprehension, practice in morphological structures, and composition. I collect two Homework assignments and formally grade them. These involve discrete sentences at the elementary level.

Students have two quizzes to test their knowledge of morphological structures: noun/adjective declensions; verb conjugations, etc.

Students have two tests that require them to translate and identify syntactical structures

Students turn in a final translation project; this is an extended passage of Latin prose that they are required to render into standard English.

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%)

#### 4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

I assessed students LATN 101/Elementary Latin 101

The performance of all students was assessed. There were 12 students. There were no majors, but 3 minors. I assessed ALL students.

Daily Class Preparation

Each class included going over exercises in text and rendering translations from original Latin into English.

The course also included discussion of the context of the original passages for cultural/literary content.

There were two homework assignments that were collected: the grades ranged from 83-100 percent. The homework assignments required students to correctly identify morphological, grammatical, and syntactical structures and render them into standard English. The student generally did very well.

There were two quizzes on morphological structures. The grades ranged from 50-100. I gave all students the chance to do a make up within a certain time frame, to allow them to improve a low grade and encourage them to memorize the correct forms; most students did very well on this focused assessment of their knowledge of forms.

There were two tests, which were translations of discrete sentences at the elementary level: test 1 grade range was 70-94%; test 2 grade range was 80-99%

There was one final translation project; this was an extended passage of connected prose; this allowed the student to use to greater effect the context of a passage to help render the translation. This was a take home assignment and allowed the student to use their text and dictionary. The grade range was 90-98.

This was a very good class. It had a nice balance of very bright students, who were able to help in group work those who were a bit slower. Group composition exercises, which were not graded, allowed all students to practice communicating in Latin and for the more gifted students to help those who needed a little extra mentoring. It also established a nice camaraderie.

I would like to formalize the composition exercises and increase them.

#### Learning Outcome Met? (Based on Criteria)

Yes

## Assessment

### 1. Major/Program Student Learning Outcomes

*Student will be able to...*

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.).

### 2. Phase

*Check all that apply*

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

### 3. Assessment Procedures (Planning/ determining)

**Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)**

Research Paper and Symposium Conference Presentation

#### When does assessment occur?

Throughout the course.

#### How often does assessment occur?

Every year, though the courses vary.

#### Criteria (How do you know students are achieving learning outcome?)

I assessed the students in daily preparation of material, weekly discussion of outside reading, a final research paper, and a presentation at the annual Modern Languages and Classics symposium.

All students exceeded for met my standards.

(exceeds Standards=90% or above;  
meets Standards=70% - 90%;  
does not meet Standards=less than 70%)

### 4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

I am assessing two courses: an advanced Greek Class and an Independent Study. There were three students who were majors.

Greek 250: Readings in Greek Tragedy was devoted to the study of Sophocles' Ajax in the original Greek.

CLSS 495: Architecture in Alexandria

These were very bright students who performed exceptionally well. The Greek students did a close reading of the Ajax and wrote substantial papers. One student wrote on the intertextuality between Sophocles' Ajax and Homer's Iliad and Odyssey. The other student wrote her paper on the comparison between the "heroic" suicide of Ajax and that of Socrates, with the notion that Plato's Socrates was meant to displace culturally the older heroic model with a new philosophic model. These were very sophisticated analyses. Both students were also required to present to the results of their research at the annual department symposium.

The Independent Study was devoted to a study of Alexandrian architecture during the Ptolemaic period in an attempt to analyze the fusion of foreign Greek elements with native Egyptian elements in this new cosmopolitan city to create a new cosmopolitan cultural identity. The student did an in depth study of the architectural remains and discussed the political/cultural impetus beyond the deliberate fusion. The results of the research was presented at the annual department symposium

#### Learning Outcome Met? (Based on Criteria)

Yes

### 5. Use of Results (Discussing/ using results)

In most of my other classes I have been moving away from formal research papers, because I have found that most students don't benefit or frankly are not quite ready for this level of sustained research. Most of the assessments I do analyze all students, not simply majors. But formal research papers in advanced tutorials or Independent studies are extremely effective in mentoring students through the process of formal, sustained research. They also allow me to look more intently and solely at majors. I have also found that students shine when given the opportunity to present their research at a formal conference. I am able to mentor them closely in developing a coherent, attractive and compelling narrative for their presentation.

I'd like to open up the possibility of presenting papers to a wider audience to more students in lower level classes.

### 6. Determining if changes impacted student learning

The requirement that the papers be submitted for inclusion in the symposium was very effective in motivating students and galvanizing their attention to the project.

## Assessment

### 1. Major/Program Student Learning Outcomes

*Student will be able to...*

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.

### 2. Phase

*Check all that apply*

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data

- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

### 3. Assessment Procedures (Planning/ determining)

**Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)**

Four Essays (3-5 pages) on various Greek works  
Two tests

**When does assessment occur?**

Throughout semester

**How often does assessment occur?**

Assessment occurs every year with different courses.

**Criteria (How do you know students are achieving learning outcome?)**

All students were assessed, not simply majors. The final grade range was: A ( 8 students), B (13 students), C (3 students), F (1 student)

(exceeds Standards=90% or above;  
meets Standards=70% - 90%;  
does not meet Standards=less than 70%)

### 4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

I assessed CLSS220/ENGL051: Greek Literature in Translation  
There were 25 students.

There were four essays with targeted questions on four different Greek literary works, including Homer's epics, Greek Tragedy, and Greek Historiography. The essay grades ranged between 0-98. One student had difficulty completing assignments. Without that student, the range more accurately was 75-98.

There were two tests. The first test included a selection of passages from a number of works we read and discussed in the semester. The students were required to identify the author and work and to contextualize the passage in terms of the author's oeuvre and the larger literary culture. The first test grade range was 0-95 (without the 0 grade it was 75-95).

The second test was a series of essays that offered the students a chance to compare/contrast/synthesize the genres/works we read during the semester. The second test grade range was 0-95 (without the 0 grade it was 70-95).

**Learning Outcome Met? (Based on Criteria)**

Yes

### 5. Use of Results (Discussing/ using results)

This was a discussion intensive class. The essays were meant to give the student a chance to read and think about the material before the class during which we discussed the work. This was intended to make the discussion more fruitful and effective, but by forcing the student to grapple with certain issues before the discussion.

The course included two different kinds of tests. The first test was more about author/genre material. Who was the author and how does the passage fit into the larger context of the author's work. The second test was intended to provide the student a space to synthesize the material in a larger chronological/cultural contexts and was essay driven and comparative in nature.

### 6. Determining if changes impacted student learning

I think the students benefited from variety of assessment tools and the emphasis on writing as opposed to straightforward content quizzes as such.

## Assessment

### 1. Major/Program Student Learning Outcomes

*Student will be able to...*

### 2. Phase

*Check all that apply*

"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.

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

### 3. Assessment Procedures (Planning/ determining)

**Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)**

Exams, short writing assignments, Long writing assignment, discussion.

**When does assessment occur?**

Throughout the semester

**How often does assessment occur?**

Every year with a variety of courses

**Criteria (How do you know students are achieving learning outcome?)**

All students met or exceeded standards with a grade of C or better. The grade range was: A (19 students), B (7 students), C (1 student)

(exceeds Standards=90% or above;  
meets Standards=70% - 90%;  
does not meet Standards=less than 70%)

### 4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

The course assessed was CLSS 240: Greek Archaeology and Art  
All students were assessed not simply majors.

Three Exams: Each exam consists of: Slide identifications to test memorization and recognition  
A comparison essay of two objects; critical thinking and application of what has been learned  
A final essay to test understanding of each section of the course

Short Writing Assignment: A one-page, single-spaced writing assignment where the student must explore the remains of a site we did not look at in class. They look for similarities and differences.

Long Writing Assignment: A four-page, single-spaced writing assignment in which the student examines an unknown object. They must apply what we have learned to place the object in context and assign a likely production date to the item. They must also assign an artist to the piece. This forces them to use what they have learned and apply it to a real unknown. They are forced to use comparisons from class in their defense.

Discussion: Each week there is an active discussion board for the readings and lecture videos. The students are asked to comment on 4-5 topics as well as the responses from other students. This engages them in a discussion of the week's material.

**Learning Outcome Met? (Based on Criteria)**

Yes

### 5. Use of Results (Discussing/ using results)

This class has a variety of effective assessment tools, but I think the standards might be raised to a more challenging level. The students have by and large done very well, but 19 A-s, while certainly positive, it seems that the grade range can reflect maybe a more challenging model. This will require some thought.

# Package History

Date	User	Action
8/18/2023 10:00:03 AM	Michael Sham	Submitted 'Student Learning Assessment Report'
8/18/2023 10:00:39 AM	Timothy Reno	Received
8/18/2023 10:00:39 AM	School of Science - Asst. Dean	Received
8/18/2023 10:00:39 AM	School of Liberal Arts - Dean	Received
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8/18/2023 10:00:40 AM	Nathalie Degroult	Received
8/18/2023 10:00:40 AM	Institutional Effectiveness	Received
8/18/2023 10:00:40 AM	Provost and Senior Vice President	Received
8/18/2023 3:39:02 PM	Margaret Madden	Decision Approved on step 'Provost and Senior Vice President'
8/27/2023 10:07:27 AM	Nathalie Degroult	Decision Approved on step 'Department Head'