



# Student Learning Assessment Report, Academic

Report Year

2022-2023

Program

Greek Minor

Department Head

Nathalie Degroult

Submitted By

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Previously Submitted Reports

2021-2022 Greek Minor

Mission

The objective of the Greek minor is to introduce students to a variety of readings in Greek prose and Poetry and to Greek composition, beyond the intermediate level.

## Assessment

### 1. Major/Program Student Learning Outcomes

*Student will be able to...*

Demonstrate a proficiency beyond the intermediate level in Greek in the following areas: morphological structures; syntactical structures; translation of passages of prose and/or poetry; ability to read and to communicate understanding of passage (without formal translation) throughout an advanced Greek course. The Department teaches Elementary Greek every other year.

### 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.)**

Daily homework in translation; final research paper, presentation at the annual Modern Languages and Classics symposium

**When does assessment occur?**

Throughout the semester.

**How often does assessment occur?**

Every year, though courses vary.

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

Students prepared target passages for intensive discussion during class. The students performed exceptionally well.  
All students meet or exceed 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 an advanced Greek Class: Greek 250: Readings in Greek Tragedy, which was devoted to the study of Sophocles' Ajax in the original Greek.  
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.

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

Yes ▼

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

In intensive daily work in the tutorial, students demonstrated an advanced proficiency in Elementary Greek. The students also submitted two prepared translations.

### 6. Determining if changes impacted student learning

The only change was the implementation of a formal research paper/presentation at symposium. This tended to focus our discussion of the passages on the research that each student was pursuing and it was effective.

## Assessment

### 1. Major/Program Student Learning Outcomes

Student will be able to...

Demonstrate deeper knowledge of Greek grammar and syntax through composition of passages from English into Greek throughout a GREK 201, 250, or 300.

The Department teaches Elementary Greek every other year.

### 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.)

Homework assignments; quiz; two tests

### When does assessment occur?

Throughout the semester.

### How often does assessment occur?

Every semester with various courses.

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

I assessed 2 students in GREK 201: Intermediate Greek Both students achieved an A and their preparation was exceptional. The Homework assignments were formal translations into standard English.

The quiz was on the structure of the Greek verb.

The composition exercises were prepared and graded in class each Friday. The exercises would target a particular grammatical structure each week.

All students meet or exceed 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)

The students prepared daily target passage translations two classes per week. Fridays were devoted to Greek Composition exercises using a standard text.

During the reading sessions, we discussed the grammatical/morphological structures in the passage and the particular usages of an author.

On the Composition days, students would write their compositions on the board and we would correct them together. The exercises were tailored to solidify their knowledge of forms and syntax met in the weekly readings.

Both students performed exceptionally well.

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

Yes ▼

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

The Students liked the variety of reading and composition. The composition exercises were particularly successful in strengthening their comfort with the variety of Greek forms.

#### **6. Determining if changes impacted student learning**

I have found that the composition exercises, regularly employed, increased reading proficiency and vocabulary acquisition. I would like to include more targeted vocabulary acquisition exercise or practice in guessing meaning from roots. This will require some preparation and care.

# Package History

Date	User	Action
8/18/2023 11:02:58 AM	Michael Sham	Submitted 'Student Learning Assessment Report'
8/18/2023 11:03:45 AM	School of Science - Asst. Dean	Received
8/18/2023 11:03:46 AM	School of Liberal Arts - Asst. Dean	Received
8/18/2023 11:03:46 AM	Nathalie Degroult	Received
8/18/2023 11:03:46 AM	Institutional Effectiveness	Received
8/18/2023 11:03:46 AM	School of Liberal Arts - Dean	Received
8/18/2023 11:03:47 AM	Timothy Reno	Received
8/18/2023 11:03:47 AM	Provost and Senior Vice President	Received
8/18/2023 3:38:49 PM	Margaret Madden	Decision Approved on step 'Provost and Senior Vice President'
8/27/2023 10:07:32 AM	Nathalie Degroult	Decision Approved on step 'Department Head'