

Assessment Report, 2020-21
Classics Interdisciplinary Program

The Annual Assessment Meeting occurred on May 14, 2021. The meeting was attended by Dr. Stan Rauh and Dr. Martin Shedd. The primary task for this meeting was discussing the scheduled learning goals for this academic year in hopes of making improvements in student learning. We also discussed possible, minor alterations to the Student Assessment Plan, though final decisions on these have been delayed until next year so that Dr. Resinski could be in attendance upon return from sabbatical. The learning goals under review were:

- 1) "to acquire a knowledge of Latin and/or Ancient Greek vocabulary, morphology, and syntax, including the technical terminology used to describe grammatical phenomena"
- 2) "to translate authentic Latin and/or Ancient Greek texts into English"

There was consensus that no major changes should be made regarding the achievement of these two learning goals for this cycle. One reason for this is the educational environment for this academic year. The remote and hybrid systems, caused by COVID-19 protocols, created great challenges to effectively assessing these learning goals in particular – especially at the 110/120 levels. In short, these classes bore little resemblance (beyond content) to their norm. The other reason is the absence of Dr. Resinski from this particular cycle due to sabbatical.

Some insights, however, could still be acquired from considering course results and from the experience of the remote/hybrid system as a whole. While the Latin courses under review have always involved group work, this year's learning environment (particularly remote learning) encouraged it to a greater degree. This proved to be one positive outcome in attempting to adapt to difficult circumstances, illustrating that employing a group-work model even more frequently in normal circumstances may prove useful. The drawback to using this model even more frequently, however, is that the overall pace of the course slows and less content was completed by year's end.

Collected data for the advanced Latin courses suggests students have acquired greater proficiency in translation than in grammar and syntax. One possible explanation is that faculty may assume a particular skill-level in the latter category by the time students have reached the 300-level. Consistent written assignments, rather than just exam exercises and oral in-class emphasis, on grammar and syntax may help alleviate this issue. Introducing some degree of prose composition may help as well. The summary of collected data can be found below for the individual course assessments.

There are also some smaller issues that arose that are worth noting and discussing in the near future. One item worth reconsidering is the application of Learning Goal 2 to the Latin 110 course (and similarly the Greek 110 course), or at least the phrasing of that particular goal. Translation is naturally key to this course, but students do not have the tools yet to translate "authentic" Latin until the subsequent semester. Ultimately, this is not a major problem but reworking might provide greater specificity and clarity. Another minor issue is providing additional clarity to student questionnaires. One suggestion is to divorce the questions from the specific rubrics in the Student Assessment Plan: students are perhaps ill-equipped to judge themselves on the basis of ability at any given course level, but can certainly gauge their own comfort with material.

Classics Program Assessment

Academic Year: **2020-2021**

Course: Latin 110: Fundamentals of Latin I

Program learning goal(s) being assessed in this course:

Learning Goal #1: to acquire a knowledge of Latin and/or Ancient Greek vocabulary, morphology, and syntax, including the technical terminology used to describe grammatical phenomena

Learning Goal #2: to translate authentic Latin and/or Ancient Greek texts into English

Direct assessment measures: Assignments, tests, quizzes, or other measures used to determine student progress toward or achievement of the learning goal(s):

Final Exam Results

Indirect assessment measures:

Semester-end Questionnaire

Breakdown of results based on the measures mentioned above (add/delete rows as needed):

***Insert Learning Goal specific breakdown from Master Rubric into chart.**

LG #1: Knowledge of vocab, morphology, syntax, and grammatical terminology.	Demonstrates an advanced ability to understand and utilize vocabulary, morphology, syntax, and grammatical terminology.	Demonstrates an adequate ability to understand and utilize vocabulary, morphology, syntax, and grammatical terminology.	Demonstrates below average ability to understand and utilize vocabulary, morphology, syntax, and grammatical terminology.	Demonstrates little to no ability to understand and utilize vocabulary, morphology, syntax, and grammatical terminology.
Direct Assessment: Final Exam	8	6	4	
Indirect Assessment: Questionnaire	6	8	4	
LG #2: Translate authentic texts into English	Demonstrates an advanced ability to translate the language.	Demonstrates an adequate ability to translate the language.	Demonstrates below-average ability to translate the language.	Demonstrates little to no ability to translate the language.
Direct Assessment: Final Exam	9	5	4	
Indirect Assessment: Questionnaire	7	8	3	

Based on the overall assessment, what conclusions can be drawn? What changes can be made in the course, its assignments, and/or in the overall Classics curriculum to support student progress toward and achievement of these learning goals?

Learning Goal #2 may not be particularly appropriate to this course as currently written, as reading “authentic” texts is not really possible at this level. One possibility is removing this course from the SAP rubric for LG 2. Another is altering the wording to remove “authentic,” though this could have effects on assessing other courses or the program.

Differences between direct and indirect assessment seems minimal, though the minor differences may indicate student lack of confidence in subject matter if the results are consistent over time.

Remote/Hybrid learning created difficulty in offering quality quizzes. I used Forms this semester, which resulted mainly in multiple choice quizzes. These seems less effective than our typical quizzes – this will be more clear next semester.

Through general observation, rather than assessment, vocabulary knowledge seems down this semester. During quizzes/exams it is quite simple for a student to reference their text, if they should choose due to the remote/hybrid environment. The only solution to this seems to be tightly controlling timing on exams, but this creates another set of issues.

One positive outcome was that the environment encouraged increased group work (through break-out channels in Teams). This may prove useful for a return to the classroom.

Other thoughts or comments:

Classics Program Assessment

Academic Year: **2020-2021**

Course: Latin 120: Fundamentals of Latin II

Program learning goal(s) being assessed in this course:

Learning Goal #1: to acquire a knowledge of Latin and/or Ancient Greek vocabulary, morphology, and syntax, including the technical terminology used to describe grammatical phenomena

Learning Goal #2: to translate authentic Latin and/or Ancient Greek texts into English

Direct assessment measures: Assignments, tests, quizzes, or other measures used to determine student progress toward or achievement of the learning goal(s):

Final Exam Results

Indirect assessment measures:

Semester-end Questionnaire

Breakdown of results based on the measures mentioned above (add/delete rows as needed):

***Insert Learning Goal specific breakdown from Master Rubric into chart.**

LG #1: Knowledge of vocab, morphology, syntax, and grammatical terminology.	Demonstrates an advanced ability to understand and utilize vocabulary, morphology, syntax, and grammatical terminology.	Demonstrates an adequate ability to understand and utilize vocabulary, morphology, syntax, and grammatical terminology.	Demonstrates below average ability to understand and utilize vocabulary, morphology, syntax, and grammatical terminology.	Demonstrates little to no ability to understand and utilize vocabulary, morphology, syntax, and grammatical terminology.
Direct Assessment: Final Exam	5	6	2	
Indirect Assessment: Questionnaire	4	7	1	
LG #2: Translate authentic texts into English	Demonstrates an advanced ability to translate the language.	Demonstrates an adequate ability to translate the language.	Demonstrates below-average ability to translate the language.	Demonstrates little to no ability to translate the language.
Direct Assessment: Final Exam	6	5	2	
Indirect Assessment: Questionnaire	5	6	1	

Based on the overall assessment, what conclusions can be drawn? What changes can be made in the course, its assignments, and/or in the overall Classics curriculum to support student progress toward and achievement of these learning goals?

The continued experiment with multiple choice quizzes, stemming from the Remote/Hybrid environment, showed similar results to last semester. This suggests that previous quizzing/examination methods were already largely effective.

Other conclusions are difficult to judge based on this year's learning environment. I do not think changes should be pursued on the basis of this year's Latin 110-120 cycle for this reason.

Other thoughts or comments:

The student questionnaire seems to me to have limited value for these learning goals. The main problem is that students cannot truly assess their achievement of these two goals as described in the rubric. Perhaps phrasing these in terms of "comfort level" rather than ability is one solution. Discussion with Dr. Resinski will be important here, so decision should be delayed until her return from sabbatical.

Classics Program Assessment

Academic Year: **2020-2021**

Course: Latin 390: Villains of Rome + Latin 210: Readings in Latin

Program learning goal(s) being assessed in this course:

Learning Goal #1: to acquire a knowledge of Latin and/or Ancient Greek vocabulary, morphology, and syntax, including the technical terminology used to describe grammatical phenomena

Learning Goal #2: to translate authentic Latin and/or Ancient Greek texts into English

Direct assessment measures: Assignments, tests, quizzes, or other measures used to determine student progress toward or achievement of the learning goal(s):

Final Exam Results

Indirect assessment measures:

Semester-end Questionnaire

Breakdown of results based on the measures mentioned above (add/delete rows as needed):

***Insert Learning Goal specific breakdown from Master Rubric into chart.**

LG #1: Knowledge of vocab, morphology, syntax, and grammatical terminology.	Demonstrates an advanced ability to understand and utilize vocabulary, morphology, syntax, and grammatical terminology.	Demonstrates an adequate ability to understand and utilize vocabulary, morphology, syntax, and grammatical terminology.	Demonstrates below average ability to understand and utilize vocabulary, morphology, syntax, and grammatical terminology.	Demonstrates little to no ability to understand and utilize vocabulary, morphology, syntax, and grammatical terminology.
Direct Assessment: Final Exam	1	5		1 (did not take exam)
Indirect Assessment: Questionnaire	3	3		
LG #2: Translate authentic texts into English	Demonstrates an advanced ability to translate the language.	Demonstrates an adequate ability to translate the language.	Demonstrates below-average ability to translate the language.	Demonstrates little to no ability to translate the language.
Direct Assessment: Final Exam	3	3		1
Indirect Assessment: Questionnaire	4	2		

Based on the overall assessment, what conclusions can be drawn? What changes can be made in the course, its assignments, and/or in the overall Classics curriculum to support student progress toward and achievement of these learning goals?

There seemed to be a disparity between students' ability to translate and their ability to explain their translations grammatically. Grammar and syntax were drilled quite thoroughly during class and on examinations. This suggests that written work should be assigned more consistently through the semester with this goal (LG 1) in mind. Would prose compositions assignments prove useful here?

Other thoughts or comments:

Classics Program Assessment

Academic Year: **2020-2021**

Course: Latin 390: Magic and the Afterlife

Program learning goal(s) being assessed in this course:

Learning Goal #1: to acquire a knowledge of Latin and/or Ancient Greek vocabulary, morphology, and syntax, including the technical terminology used to describe grammatical phenomena

Learning Goal #2: to translate authentic Latin and/or Ancient Greek texts into English

Direct assessment measures: Assignments, tests, quizzes, or other measures used to determine student progress toward or achievement of the learning goal(s):

Final Exam Results

Indirect assessment measures:

Semester-end Questionnaire

Breakdown of results based on the measures mentioned above (add/delete rows as needed):

***Insert Learning Goal specific breakdown from Master Rubric into chart.**

LG #1: Knowledge of vocab, morphology, syntax, and grammatical terminology.	Demonstrates an advanced ability to understand and utilize vocabulary, morphology, syntax, and grammatical terminology.	Demonstrates an adequate ability to understand and utilize vocabulary, morphology, syntax, and grammatical terminology.	Demonstrates below average ability to understand and utilize vocabulary, morphology, syntax, and grammatical terminology.	Demonstrates little to no ability to understand and utilize vocabulary, morphology, syntax, and grammatical terminology.
Direct Assessment: Final Exam	2	3		
Indirect Assessment: Questionnaire	3	2		
LG #2: Translate authentic texts into English	Demonstrates an advanced ability to translate the language.	Demonstrates an adequate ability to translate the language.	Demonstrates below-average ability to translate the language.	Demonstrates little to no ability to translate the language.
Direct Assessment: Final Exam	3	2		
Indirect Assessment: Questionnaire	3	2		

Based on the overall assessment, what conclusions can be drawn? What changes can be made in the course, its assignments, and/or in the overall Classics curriculum to support student progress toward and achievement of these learning goals?

Other thoughts or comments: