

## Program-Level Assessment: Annual Report

Program: Classical Humanities

Department: Languages, Literatures, & Cultures

Degree or Certificate Level: BA

College/School: Arts & Sciences

Date (Month/Year): 12/2020

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In what year was the data upon which this report is based collected? AY 2019-2020

In what year was the program's assessment plan most recently reviewed/updated? AY 2017-2018

### 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

*Interpretive Communication:* Students will be able to understand and respond to what is read in Greek or Latin on a variety of topics related to themselves and their immediate context.

*Connections:* Making connections. Students will be able to use the target language(s) & cultures in order to expand their knowledge of other disciplines.

*Intercultural Competence:* Students will be able to compare their own culture(s) with the target language culture(s).

### 2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

- All Student Learning Outcomes (see above #1) were evaluated.
- Artifacts through translations of target language (ACTFL proficiency guidelines at the Intermediate-Low level): Intercultural competence through oral presentations and essay analysis.
- *Direct Measure (Interview)* and *Indirect Measure (Survey)*
- GK 4930 Special Topics Plutarch; LATN 4510 Roman Comedy Terence; LATN 4020 Roman Letter Writers Seneca; LATN 2010 Intermediate Latin Language & Literature.

### 3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

- Rubrics, updated in A.Y. 2017-2018 to reflect changes and/or modifications;
- Data were collected, compiled, analyzed and discussed internally.
- The program coordinator implemented necessary changes.

- The Classics Program Coordinator regularly compiles the results of both the direct and indirect measures across the Classical Humanities program in order to gain insight into the progress made by students, the success of instruction and the needs for improvement. The Coordinator reports to, and consults with, the Classics instructors at the end of each semester with recommendations for changes or improvements to the curriculum, implementation and assessment plan. Any recommendations for improvements to the culture component of the course are reported at the end of the academic year to the Department Chair and the program. This is an unusual major in that it is interdisciplinary in its component parts. Its electives are many available courses from other departments. The faculty also regularly liaises with community partners who provide opportunities for community engagement and cultural experiences to students (Washington University's Classics Dept events, including their undergraduate Classical Club, Sigma Eta Phi, Play Readings, and the Classical Club of St Louis presentations and events).

- As in the past, students were involved in the assessment feedback-loop on a regular basis by receiving on-going feedback on their progress and participating in self-assessments. For example, students are able to evaluate their own progress in oral interpersonal communication through feedback in proficiency evaluations, and their progress on written presentational communication through instructor feedback on their projects/finals. At the end of LATN 2010 and GK 2010 and during their last semester of B.A. coursework at SLU, students complete an exit interview in which they are asked to assess their progress.

- The Classical Humanities BA outcomes assessment plans and results are published yearly on the A&S Dean's office webpage. They are publicly visible.

**4. Data/Results**

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Per ACTFL standards, the assigned benchmark for meeting and exceeding criteria is 80%.

**LATN 4510 – Assessed in Fall 2019 – Assessment Data**

<b>Total students</b>	<b>Outcome assessed</b>	<b>Exceeds expected outcome</b>	<b>Meets expected outcome</b>	<b>Does not meet expected outcome</b>
6	<b>Interpretive communication</b>	4 (75%)	2 (25%)	0
	<b>Connections</b>	4 (75%)	2 (25%)	0
	<b>Intercultural Competence</b>	4 (75%)	2 (25%)	0

Per ACTFL standards, the assigned benchmark for meeting and exceeding criteria is 80%.

**GK 4930 – Assessed in Fall 2019 – Assessment Data**

<b>Total students</b>	<b>Outcome assessed</b>	<b>Exceeds expected outcome</b>	<b>Meets expected outcome</b>	<b>Does not meet expected outcome</b>
3	<b>Interpretive communication</b>	2 (66.6%)	1 (33.3%)	0
	<b>Connections</b>	2 (66.6%)	1 (33.3%)	0
	<b>Intercultural Competence</b>	2 (66.6%)	1 (33.3%)	0

Per ACTFL standards, the assigned benchmark for meeting and exceeding criteria is 80%.

**LATN 4020 – Assessed in Spring 2020 – Assessment Data**

<b>Total students</b>	<b>Outcome assessed</b>	<b>Exceeds expected outcome</b>	<b>Meets expected outcome</b>	<b>Does not meet expected outcome</b>
3	<b>Interpretive Communication</b>	2 (66.6%)	1 (33.3%)	0
	<b>Connections</b>	2 (66.6%)	1 (33.3%)	0
	<b>Intercultural Competence</b>	2 (66.6%)	1 (33.3%)	0

**Comments:**

The assigned benchmark for meeting and exceeding criteria is 80%: students are required to show acquisition of speaking, writing and intercultural skills that correspond to at least 80% of the materials included in the course.

- *In spring 2020, an upper division course in Greek was not taught*
- *No major in either GK 2010 or LATN 2010.*

#### Direct assessment results:

- In A.Y. 2019-2020, 100% of our students met or exceeded criteria for Interpretive Communication, Connections, Intercultural Competence, and Presentational Communication (Written).

#### Indirect assessment results:

The exit surveys corroborate the positive outcomes from the direct assessment measures. However, there was only one major who took the exit survey in the AY 2019-2020. New strategies to improve exit survey response and alternative indirect assessment is planned for future years.

- In the Fall 2019 survey, no survey was taken.
- In Spring 2020, one major surpassed all expectations in all 4 Learning Outcomes as shown in the exit survey.

#### Conclusions:

The exit survey corroborates the positive outcomes from the direct assessment measures. However, response rate was very low (much lower than usual). We believe it is a consequence of the COVID-19 emergency.

### 5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

**GK 2010 and LATN 2010– Starting point of the BA in Classical Humanities BA.** In the academic year 2019-2020, none of students in LATN 2010 were working towards the BA and GK 2010 was not offered. This indicated that the course needed re-structuring, and therefore new course objectives to meet the Learning Outcomes in place were implemented.

#### **LATN 4510, LATN 4020, GK 4930 – Elective courses for the BA in Classical Humanities.**

In the academic year 2019-2020, **100%** of students in these courses for the BA in Greek and Latin Language and Literature obtained to the level of **Intermediate-High**. This is far above the required level of **Intermediate- Low**. The students in these courses were advanced in their level of competence or were skilled in their language ability.

There was great success in all the above courses which are electives of the BA in Classical Humanities and the effectiveness of the implementation of the assessments of the categories of Connections and that of Intercultural Competence. Both of these Learning Outcomes and their Assessments are predominant in the study of Ancient Greek and Latin, their language, literature, culture and identity.

### 6. Closing the Loop: Dissemination and Use of Current Assessment Findings

- A.** When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

The results of the assessments of these three courses taught in the AY 2019-2020 were examined and evaluated in May/June 2020. The success of these courses and the students was recognized. No further adjustments to these electives were thought necessary.

- B.** How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

The recognition that there were no majors or perspective majors in LATN 2010 demands the need to re-evaluate the recent changes made for predominantly LATN 2010, but also GK 2010. These courses were altered to accommodate a different major, the Greek and Latin Language and Literature major. There needs to be new course content and objectives for 2010 to bring this course and course objectives back to the original 2010 (3<sup>rd</sup> semester grammar study).

If no changes are being made, please explain why.

No changes made at present.

**7. Closing the Loop: Review of Previous Assessment Findings and Changes**

**A.** What is at least one change your program has implemented in recent years as a result of assessment data?

Change of textbooks to accommodate Intercultural Competence with its Assessments.

**B.** How has this change/have these changes been assessed?

Material for Intercultural Competence is part of the new present textbooks.

**C.** What were the findings of the assessment?

The assessment in Intercultural Competence highlighted the awareness of the students.

**D.** How do you plan to (continue to) use this information moving forward?

Continued use of textbooks.

**Present Assessment Plan and Rubrics are posted on Provost Website.**