



OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY of OKLAHOMA

Program Assessment Report

2022 - 2023

CAS - Classical Languages (BA)

General Information

Mission

The principal mission of the Department of Classics and Letters' curricular program is to provide a traditional liberal arts education that will prepare students to adapt to a variety of settings after graduation. Our programs are based upon the assumption that cultivated intelligence, good judgment, and artistic expression in speech and writing are desirable in and for themselves.

The principal mission of the curriculum in Classics is to educate students about ancient Greek and Roman civilizations. For the Classical Languages major, the goal is to prepare students for advanced study in Classics at the graduate level.

College

Arts & Sciences

Department/School/Division

Classics and Letters

Assessment Liaison

Darin Davis

Analytical Skills

Student Learning Outcome (SLO)

Students demonstrate an intermediate knowledge of the grammar and syntax of the Greek and Latin languages.

They are expected to:

- Identify grammar
- Practice comprehension
- Critically analyze passages of literature

Outcome Status

Active

Direct - Examination, Language

Assessment Method Description

Standardized, external examinations created yearly by the American Classical League, known as the National Latin Exam (NLE) and National Greek Exam (NGE)

Performance Target

90% score 65% or higher on intermediate versions of the NLE or NGE

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

08/23/2023

Assessment Results

100% (2 students on 3 exams) scored higher than a 65% on the NGE and NLE. Both students earned distinction on the exams.

Results Status

Target Met

Number of Students Assessed

2

USE OF ASSESSMENT RESULTS

Curriculum

The curriculum for both Greek and Latin have proven to equip students within the major to succeed at the intermediate level. For AY 2023-2024, the lower-level Latin courses are transitioning to a new text, primarily as a move to help students outside of the major in language acquisition. The results from next year's (AY 2024-2025) NLE will provide data on the effectiveness of the new text.

Faculty Development

The assessment process has brought about the desire for all language teachers in the department to meet annually to discuss future progress. Faculty will hold meetings this year to address the textbook transition and evaluate courses offerings at the intermediate and advance levels and their frequencies.

Learning Outcomes

The SLO was modified to focus on tracking results from students in intermediate courses. By utilizing three separate SLO's for student learning in introductory, intermediate, and advanced courses, it is possible to trace learning as students progress through the major, rather than just at the end.

Methods of Assessment

The NLE and NGE continue to provide a reliable source for external evaluation. The Performance Target for the SLO is realistic and suitable. Although data for this SLO comes from a small number of students, it is reflective of the number of students in the major.

Assessment Process/Procedures

Since the number of students in the major is small, it is essential to continue encouraging majors who may not be enrolled in a spring LAT or GRK course to take the NLE or NGE, since it is only offered in the spring. The departmental advisor will help to identify such students in the major after spring enrollment concludes.

Overall Program Effectiveness

The program is equipping students for success at the intermediate level. With the retirement of one Latin instructor, it is essential to hire a replacement in order to meet the demands for LAT enrollment. While GRK enrollment remains low, it is a departmental priority to discover new methods to increase enrollment.

Communication Skills I

Student Learning Outcome (SLO)

Students demonstrate introductory knowledge of the vocabulary and grammar of the Latin language.

Outcome Status

Active

Direct - Examination, Language

Assessment Method Description

All students in LAT 1115, 1215, and 1315 participate in the assessment. The Director of Latin Education chooses a passage to appear on the final exam for all sections of LAT 1115, 1215, and 1315. These passages are sourced from previous National Latin Exams. For LAT 1115, a previous Level I test of the National Latin Exam is the source for the common passage. For LAT 1215 and 1315, a previous Level III test of the National Latin Exam is the source for the common passage. The rationale for choosing Level I and Level III passages is that LAT 1115 and 1215 combined are the equivalent of three years of Latin in a high school setting, which was the original setting for the National Latin Exam. By the end of LAT 1115, students have completed the equivalent of the first year of high school Latin. By the end of LAT 1215 and 1315, students have completed the equivalent of the second and third years of instruction. In both cases, students must read a passage of connected Latin prose and answer questions about content, grammar, and vocabulary. While this SLO will assess the progress of all students in the department's language program, "Communication Skills II" will directly measure results of students within the major.

Performance Target

80% of all students in the department's lower-division Latin courses should demonstrate their understanding Latin syntax, grammar, vocabulary, and reading comprehension by scoring 70% or higher on the independent evaluation of the NLE-derived portion of the final exam.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

08/24/2023

Assessment Results

60% of all students in LAT 1115/1215/1315 scored 70% or higher on the internal assessment based on the NLE-derived portions of their final exams. For LAT 1115, 67% of the students scored 70% or higher, with the average score at 75% and the median at 82%. For LAT 1215, 41% of the students scored 70% or higher, with the average score at 67% and the median at 69%. For LAT 1315, 100% of the students scored 70% or higher, with the average score at 95% and the median at 92%.

Results Status

Target Not Met

Number of Students Assessed

89

USE OF ASSESSMENT RESULTS

Curriculum

Past assessment results have promoted a desire to see improvement in developing foundational knowledge in the language. For AY 2023-2024, the lower-level Latin courses are transitioning to a new text, primarily as a move to help students outside of the major in language acquisition. After evaluating the results for AY2023-2024, it will help to illustrate areas of strength and weakness in the new curriculum. Since students in the major can replace Latin with Greek, an assessment for GRK 1215 will be created and added to this SLO for next year's report.

Faculty Development

Faculty will hold meetings this year to address the textbook transition and evaluate its effectiveness.

Learning Outcomes

It is advisable to update the wording of the SLO to include translation skills.

Methods of Assessment

While results are not limited to students within the major, the results give an overview of the introductory LAT courses offered in the department. After evaluating the correct data for two consecutive years, it may be beneficial to incorporate additional baseline questions in the assessments for LAT 1115 and 1215. If the total number of questions were increased to 14, a student could miss 4 questions and still score above 70%. Currently, students cannot miss more than 3 questions to earn above 70%. After measuring results from students who learn from the new text series in Latin, further discussion will be directed towards decreasing the percentage of students scoring higher than 70% from 80% or keeping the same Performance Target.

Assessment Process/Procedures

In order to evaluate the effectiveness of changing texts, it will be helpful for the tests to remain relatively unchanged. After teaching through the new text series, instructors will be asked if additional resources or training would benefit student learning.

Overall Program Effectiveness

While the results fall below the Performance Target, it is important to note that this assessment measures all students in lower-division LAT courses, not just students in the major. Based on results for SLO's that measure intermediate and advanced skills among majors, the program is proving to be effective in establishing the foundation for student success in more advanced courses.

Other

It is important to note that data was not collected for a few sections of LAT 1115/1215. With faculty turnover, the data is not complete; however, the sample set does provide sufficient data to evaluate the SLO.

Communication Skills II

Student Learning Outcome (SLO)

Students demonstrate advanced reading comprehension and knowledge of the syntax, grammar, and vocabulary of the Latin or Greek language.

Outcome Status

Active

Direct - Examination, Language

Assessment Method Description

Students in advanced Greek (3113/3213/4213/4133) and advanced Latin (3113/3213/4213/4133) volunteer to take external examinations (the National Latin Exam and/or the National Greek Exam) created by the American Classical League. Classical Languages majors take the advanced level of the NLE and/or NGE that correspond(s) with their most recent coursework. The NLE and the NGE are award-driven exams that recognize top performers with a tiered system based on surpassing national averages. Any distinction awarded indicates a score higher than the national average for the given exam.

Performance Target

80% of the Classical Languages majors should earn distinction by scoring approximately 65% or better on the advanced NLE and/or NGE.

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

08/24/2023

Assessment Results

100% (1 student on 1 exam) of the Classical Languages majors scored 65% or better on an advanced version of the NLE. The student earned distinction on the exam. There were no students who took the advanced version of the NGE.

Results Status

Target Met

Number of Students Assessed

1

USE OF ASSESSMENT RESULTS

Curriculum

It will be important to observe how the change in curriculum in lower-level Latin courses impacts the success of students in advanced courses. Since it will take at least two years for those students to progress to upper-division courses, applicable data to track the change will not be available until AY2025-2026.

Faculty Development

The assessment process has brought about the desire for all language teachers in the department to meet annually to discuss future progress. Faculty will hold meetings this year to address the textbook transition and evaluate courses offerings at the intermediate and advance levels and their frequencies.

Learning Outcomes

The SLO was modified to focus on tracking results from students in advanced courses. By utilizing three separate SLO's for student learning in introductory, intermediate, and advanced courses, it is possible to trace learning as students progress through the major, rather than just at the end.

Methods of Assessment

The NLE and NGE continue to provide a reliable source for external evaluation. The Performance Target for the SLO is realistic and suitable. Although data for this SLO comes from a small number of students, it is reflective of the number of students in the major.

Assessment Process/Procedures

Since the number of students in the major is small, it is essential to continue encouraging majors who may not be enrolled in a spring LAT or GRK course to take the NLE or NGE, since it is only offered in the spring. The departmental advisor will help to identify such students in the major after spring enrollment concludes.

Overall Program Effectiveness

The program is equipping students for success at the advanced level. With the retirement of one Latin instructor, it is essential to hire a replacement in order to meet the demands for LAT enrollment. While GRK enrollment remains low, it is a departmental priority to discover new methods to increase enrollment.

Communication Skills III

Student Learning Outcome (SLO)

Communication of ideas in content area is conveyed through the use of precise language and the application of structured thoughts in an academic format.

Outcome Status

Active

Direct - Project, Research/Writing

Assessment Method Description

Research papers submitted in upper-division CL C, GRK, or LAT courses

Performance Target

80% average a score of 4 or higher on the three metrics for "Communication Skills" on the CL C Paper Assessment Form

Related Documents

[CL C Paper Assessment Form .docx](#)

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

08/25/2023

Assessment Results

100% averaged a score of 4 or higher on the three metrics for this SLO on the CL C Paper Assessment Form with an average score of 4.4.

Results Status

Target Met

Number of Students Assessed

2

USE OF ASSESSMENT RESULTS

Curriculum

The Classics and Letters Curriculum Committee is currently restructuring courses offered in the major to insure that students receive instruction in an array of foundational concepts. By structuring curriculum and creating a long-term plan for courses offered, student learning should benefit from increased stability within the program.

Faculty Development

While the results are encouraging, it will be helpful for faculty members to discuss expectations and share opinions on how they use the CL C Paper Assessment Form.

Learning Outcomes

This SLO was created to help unpack the former "Knowledge of the Discipline" SLO. By breaking the former SLO into three different outcomes, it should make it easier for faculty to isolate areas of strength and weakness.

Methods of Assessment

While paper submissions form the backbone of this assessment, the wording of the rubric may need flexibility to assess other types of submissions. With such a small major, student submissions need to be gathered in both the fall and the spring semesters.

Assessment Process/Procedures

Historically, results for this SLO were sourced from the CL C Capstone course. The current SLO has been modified to accept submissions from all upper-division CL C, GRK, and LAT courses; however, results for AY 2022-23 are still limited to the Capstone course. With the elimination of the Capstone, it is a priority to collect an array of results from multiple course offerings over both semesters.

Overall Program Effectiveness

The Capstone course was designed to mitigate deficiencies within the major, and with the elimination of that course, it is essential to insure that other courses within the major prepare students to achieve success within this SLO. Also, with the loss of a position intended to link several of the majors within the department, it is important to pursue a replacement to bolster student success.

Other

Given that this SLO has been modified recently, it will be necessary to observe established trends over multiple years to determine if they accurately reflect student achievement in the major. Also, with the rise of student use of AI, it will be important to consider how reliance on technology impacts the results of this SLO.

Research Skills

Student Learning Outcome (SLO)

Students exhibit research skills by collecting, identifying, and analyzing primary and secondary sources concerning the history, cultures, and languages of the ancient Greco-Roman world.

Outcome Status

Active

Direct - Project, Research/Writing

Assessment Method Description

Research papers submitted in upper-division CL C, GRK, or LAT courses

Performance Target

80% average a 4 or higher on the three metrics under "Research Skills" on the CL C Paper Rubric

Related Documents

[CL C Paper Assessment Form .docx](#)

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/07/2023

Assessment Results

100% averaged a score of 4 or higher on the three metrics for this SLO on the CL C Paper Assessment Form with an average score of 4.3.

Results Status

Target Met

Number of Students Assessed

2

USE OF ASSESSMENT RESULTS

Curriculum

The Classics and Letters Curriculum Committee is currently restructuring courses offered in the major to insure that students receive instruction in an array of foundational concepts. By structuring curriculum and creating a long-term plan for courses offered, student learning should benefit from increased stability within the program.

Faculty Development

It will be helpful for faculty members to discuss expectations and share opinions on how they use the CL C Paper Assessment Form. Some faculty members have suggested alternative assessments for measuring this SLO. If alternative forms are agreed upon, it will be necessary to adapt the rubric.

Learning Outcomes

This SLO was created to help unpack the former "Knowledge of the Discipline" SLO. By breaking the former SLO into three different outcomes, it should make it easier for faculty to isolate areas of strength and weakness.

Methods of Assessment

While paper submissions form the backbone of this assessment, the wording of the rubric may need flexibility to assess other types of submissions. With such a small major, student submissions need to be gathered in both the fall and the spring semesters.

Assessment Process/Procedures

Historically, results for this SLO were sourced from the CL C Capstone course. The current SLO has been modified to accept submissions from all upper-division CL C, GRK, and LAT courses; however, results for AY 2022-23 are still limited to the Capstone course. With the elimination of the Capstone, it is a priority to collect an array of results from multiple course offerings over both semesters.

Overall Program Effectiveness

The Capstone course was designed to mitigate deficiencies within the major, and with the elimination of that course, it is essential to insure that other courses within the major prepare students to achieve success within this SLO. Also, with the loss of a position intended to link several of the majors within the department, it is important to pursue a replacement to bolster student success.

Other

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Knowledge of the Discipline

Student Learning Outcome (SLO)

Students display a depth of knowledge in the broad field of classical antiquity through a critical analysis of research material, utilization of relevant terminology, and ability to trace a concatenation of various ideas throughout the field. This knowledge is often exhibited by the ability to trace major historical events, identify powerful political, military, and religious figures, understand cultural concepts, and recognize the importance of literature and other artistic forms.

Outcome Status

Active

Direct - Project, Research/Writing

Assessment Method Description

Research papers submitted in upper-division CL C, GRK, or LAT courses

Performance Target

80% average a 4 or higher on the three metrics under "Knowledge of the Discipline" on the CL C Paper Rubric

Related Documents

[CL C Paper Assessment Form .docx](#)

Assessment Results and Use of Results

Reporting Period

2022 - 2023

Assessment Results Entry Date

09/07/2023

Assessment Results

100% averaged a score of 4 or higher on the three metrics for this SLO on the CL C Paper Assessment Form with an average score of 4.2.

Results Status

Target Met

Number of Students Assessed

2

USE OF ASSESSMENT RESULTS

Curriculum

The Classics and Letters Curriculum Committee is currently restructuring courses offered in the major to insure that students receive instruction in an array of foundational concepts. By structuring curriculum and creating a long-term plan for courses offered, student learning should benefit from increased stability within the program.

Faculty Development

It will be helpful for faculty members to discuss expectations and share opinions on how they use the CL C Paper Assessment Form. Some faculty members have suggested alternative assessments for measuring this SLO. If alternative forms are agreed upon, it will be necessary to adapt the rubric.

Learning Outcomes

This SLO has been revised to help faculty members assess areas of strength and weakness in student submissions by further isolating measurable concepts. By adding the "Communication Skills II" and "Research Skills" SLO's, it is now possible to use this SLO to focus primarily on student knowledge in the content area.

Methods of Assessment

While this SLO currently relies on paper submissions, which are limited to specific content, it may prove beneficial to switch to an examination that can assess a broad array of knowledge. Options for internal and external examinations are currently under review. Without a capstone course, it is difficult to insure that students within the major take an examination used only for assessing the department.

Assessment Process/Procedures

If an external examination is used for future assessments, it will be necessary to determine logistics for how the exam will be administered, including how exams will be ordered and when the exam will be offered.

Overall Program Effectiveness

The Capstone course was designed to mitigate deficiencies within the major, and with the elimination of that course, it is essential to insure that other courses within the major prepare students to achieve success within this SLO. Also, with the loss of a position intended to link several of the majors within the department, it is important to pursue a replacement to bolster student success.

Other

Given that this SLO has been modified recently, it will be necessary to observe established trends over multiple years to determine if they accurately reflect student achievement in the major. Also, with the rise of student use of AI, it will be important to consider how reliance on technology impacts the results of this SLO.