



Saint Louis University  
Program Assessment Annual Reporting 2017-2018

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It is recommended program assessment results be used to celebrate achievements of student learning as well as to identify potential areas for future curriculum improvement.

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1. **Degree Program(s) included in this report:** B.A. in *Greek and Latin Language and Literature* & B.A. in *Classical Humanities*
  2. **Department:** Languages, Literatures & Cultures
  3. **School/Center/College:** College of Arts & Sciences
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**Instructions:** Please answer the following **five** questions to the best of your ability for each degree program offered within your department.

1. Summarize your **assessment activities** during the past year for each degree program and how this work relates to the established assessment plan (*e.g. what program outcomes were assessed, faculty discussions, new survey design, data collection, revised assessment plans or learning outcomes, etc.*). Please include how Madrid courses/program were involved.

Both Greek and Latin are Classical languages in the Classics Program of the Department of Languages, Literatures and Cultures (LLC). Greek fulfills a Core requirement for language, and Latin does also. The Classics Program offers both a B.A. in Classical Humanities (CLH) and a B.A. in Greek and Latin Language and Literature (GLLL). In the LLC, assessment is performed at the Core requirement level and at the B.A. level.

**I) Department of Languages, Literatures & Cultures - Mission statement**

The mission of the Department of Languages, Literatures & Cultures is to prepare our students to understand and to engage with cultures other than their own. In the process, students reflect upon themselves, their own language and culture and the richness of diversity, leading to greater intellectual, scholarly and spiritual maturity. Through its integration of language, literature and culture, both in its scholarship and its teaching, the Department is unique among all components of the University. Intercultural knowledge is of unprecedented value and is indispensable in today's increasingly global environment. In carrying out its mission, the Department contributes to the Jesuit tradition of educating the whole person for the greater glory of God and for service to others.

**II) Revised assessment plan (approved Fall 2015)**

Language proficiency is generally evaluated by professionals in our field in terms of the "four skills", as defined by the American Council for the Teaching of Foreign Languages (ACTFL) Proficiency Areas: listening, speaking, reading and writing.

For our assessment purposes of the two Classical languages, we chose to focus on reading and speaking and writing, as it is the best practice in our field, because they are active/productive skills.

Given the specific nature of the languages involved, Classics has decided to focus on one skill, reading, for Greek and Latin.

To those ACTFL Proficiency Areas, an additional category is added, intercultural competence. Our assessment plan reflects the belief, expressed in our mission statement that language proficiency and cultural knowledge go hand in hand. Both are required to create informed, culturally engaged global citizens. To become global citizens, students will have acquired intercultural competence, meaning the ability to negotiate between cultures and to understand multiple perspectives.

### III) Student learning objectives/outcomes

Germanic, Romance, Critical and Classical languages are taught in the Department of Languages, Literatures and Cultures. Latin is a Classical language.

In line with the mission of the Department of Languages, Literatures & Cultures, the Classics programs' objectives are:

- To prepare our students to understand and to engage with cultures other than their own. In the process, students reflect upon themselves, their own language and culture and the richness of diversity, leading to greater intellectual, scholarly and spiritual maturity.
- To provide intercultural knowledge and global citizenship. Through its integration of language, literature and culture, both in its scholarship and its teaching, the Classics program is unique among all components of the University. Intercultural knowledge is of unprecedented value and is indispensable in today's increasingly global environment.
- To contribute to the Jesuit mission. In carrying out its mission, the Classics program contributes to the Jesuit tradition of educating the whole person for the greater glory of God and for service to others.

The specific student learning outcomes for the B.A. in Classical Humanities and the B.A. in Greek and Latin Language and Literature are added at the end of this report. (Updated on 11/2017)

### IV) Assessment methods

Methods used involve rubrics; testing (oral / written exams, interviews, dialogues, role-play, or presentations); and, in some divisions, surveys<sup>1</sup>.

- ***ANCIENT GREEK or LATIN (as one of the Germanic, Romance and Critical Languages)***

#### **A) Outcome 1 – Reading in Classical Languages**

Methods used involve a rubric; an oral test (oral exam, interview, dialogue, role-play, or presentation); and an exit survey, as follows:

- l) B.A. in Classical Humanities

##### **a) Direct measures**

- Direct measures follow a **Rubric** detailing reading at a minimum level of:

<sup>1</sup> The use of indirect assessment measures, such as surveys, is up to the discretion of each division.

- Intermediate-Low on the ACTFL proficiency scale for Ancient Greek or Latin (as for Classical languages);

**b) Indirect measures**

II) A senior exit survey in the Senior Inquiry, Senior Residency, Capstone course or last undergraduate semester at SLU.

**a) Direct measures**

- Direct measures follow a **Rubric** detailing reading at a minimum level of:
  - Intermediate-Low on the ACTFL proficiency scale for Latin (as for other Classical languages);

**b) Indirect measures**

- An exit survey at the end of LATN 2010.

**Data source** (*where and when this data was collected, how and if students were sampled, and sample size*)

I) B.A. in CLH

- Where: Final CLH course.
- When: 4th / Senior year – Final project
- Students sampled / sample size: all B.A. students enrolled in the course.

**B) Outcome 2 - Intercultural Competence**

Methods used involve a rubric; testing, oral (oral exam, interview, dialogue, role-play, or presentation) and written (exam, paper, senior thesis, capstone project) [connected to the first two outcomes]; and, in Classical Humanities as well as in some other divisions, an exit survey, as follows:

I) B.A. in Classical Humanities

**a) Direct measures**

- An oral presentation in final CLH course designed to evaluate Religion, History and Philosophy in Classical culture.
- An interview focusing on papers written in CLH 3XXX and 4XXX courses (or their equivalent), designed to evaluate writing and culture.

- Direct measures are based on the following **Rubric: Intercultural Competence [B.A.]**

When students complete the CLH major, they will be able to:

- Interact with respect and cultural sensitivity in a variety of informal and formal situations.
- Demonstrate a broad and deep knowledge of religious, historical and philosophical backgrounds that explain patterns of behavior and interaction in the target culture.
- Discuss and compare beliefs, attitudes, patterns of behavior and interactions between the target culture(s) and their own.

**b) Indirect measures**

- A n informal exit interview administered at the end of final CLH course (or its equivalent).

II) BA in Greek and Latin Language and Literature

**a) Direct measures**

- An oral interview in their senior year.
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- Direct measures are based on the following **Rubric: Intercultural Competence:**

- Intermediate-Low on the ACTFL proficiency scale for Latin (as for other Classical languages);

**b) Indirect measures**

- An exit survey in their senior year.

**Data source** (*where and when this data was collected, how and if students were sampled, and sample size*)

- I) B.A. in Classical Humanities
  - Where: Final Classical Humanities course.
  - When: 4th / Senior year – Final project / Senior Inquiry / Capstone Project/Last undergraduate semester at SLU.
  - Students sampled / sample size: all B.A. students enrolled in the major.
- II) B.A. in Greek and Latin Language and Literature
  - Where: Final Greek or Latin course.
  - Final project / Final test / Final exam.
  - Students sampled / sample size: all students enrolled in the major.

2. Describe specific **assessment findings** related to the **learning outcomes** assessed for each degree program, including any pertinent context surrounding the findings. Please include the **learning outcomes themselves**. (*e.g. Our goal was that 75% of students performed at the “proficient” level of competency in problem solving, using a new scoring rubric. 81% of students performed at the “proficient” level in problem solving, exceeding our expectations.*) Do not include student-level data.

**See added Assessment Plan below.**

3. Describe how assessment **feedback** has been provided to students, faculty, and staff. (*e.g. report for faculty, executive summary for the dean, web page for students, alumni newsletter, discussion with students in class or club event, etc.*)

Feedback was provided to students:

- By review of student progress.
- By scheduled study sessions.

Feedback was provided to faculty and staff:

- By department-wide and program-specific emails.
- By regularly scheduled meetings of program members.
- By sharing of information of assessment-related documents on the Department webpage and Google Drive.

4. In what ways have you **used assessment findings** to celebrate student achievements and/or to improve the curriculum this past year? (*e.g. prizes to students, hosting student parties, changes to curriculum, student projects, learning goals, assessment strategies, etc.*)

Changes to curriculum:

- Both Greek and Latin language textbooks have been changed with newly designed courses to accommodate new objectives.
- New syllabi to allow for student presentations and communication.

5. Describe any changes to your assessment plans, or any challenges or educational experiences with the **assessment process** this past year that you would like to share.

Changes made in outcomes and/or assessment methods:

-- In 2017-18, the Department of Languages, Literatures & Cultures (DLLC) developed a new assessment plan (outcomes and methodology).

Program changes made in Ancient Greek and Latin in AY17-18:

-- Ancient Greek and Latin Core courses GK/LATN 1010, 1020 and 2010 are now including for assessment knowledge of Hellenistic and Roman culture.

-- A new textbook was used in LATN 1010, 1020 and 2010.

Program changes planned in the Classical Division for AY 18-19:

-- New assessment plan will demand new methods of measure.

-- The new adoption of the textbooks for the cores in Ancient Greek and Latin will continue through the sequence of course work in grammar.

-- A curriculum of set topics will continue to be developed to include objects of intercultural competence in both the Ancient Greek and Latin lower level language courses.

## **Classical Humanities major – Outcomes Assessment Results AY 2017 - 2018**

### **I) DIRECT ASSESSMENT MEASURES**

**a) Intercultural Competence Assessment Tool: Oral Interview.**

**b) Connections Assessment Tool: Oral Interview**

**c) Interpretive Communication Assessment Tool: Oral Interview**

**Proficiency level assessed: Intermediate-Low level on the ACTFL scale**

*[Results are presented per semester, then compiled]*

Spring 2018

Total students	Skill assessed	Exceeds expected outcome	Meets expected outcome	Does not meet expected outcome
4	Intercultural competence	4 (100%)		

Total Students	Skill assessed	Exceeds expected outcome	Meets expected outcome	Does not meet expected outcome
4	Connections	4 (100%)		

Total Students	Skill assessed	Exceeds expected outcome	Meets expected outcome	Does not meet expected outcome
4	Interpretative Communication	4 (100%)		

## II) INDIRECT ASSESSMENT MEASURES

- **Exit Survey on Qualtrics (Spring 2017)**  
No exit surveys given do to nature of the major.
- *The exit survey, as approved by the Department in Fall 2015 can be administered, or not, at the discretion of each division.*
- *Can be administered anonymously on paper or through Qualtrics (more convenient, as results are automatically compiled and statistics automatically performed).*

## Greek and Latin Language and Literature major – Outcomes Assessment Results AY 2017 - 2018

### I) DIRECT ASSESSMENT MEASURES

#### a) Interpretive Communication Assessment Tool: Oral Interview

- b) Presentational Communication Assessment Tool: Oral Interview
- c) Connections: Oral Interview Assessment Tool: Oral Interview
- d) Intercultural Competence Assessment Tool: Oral Interview.

**Proficiency level assessed: Intermediate-High level on the ACTFL scale**  
*[Results are presented per semester, then compiled]*

Fall 2017

Total students	Skill assessed	Exceeds expected outcome	Meets expected outcome	Does not meet expected outcome
1	Interpretive Communication	1 (100%)		

Total students	Skill assessed	Exceeds expected outcome	Meets expected outcome	Does not meet expected outcome
1	Presentational Communication	1 (100%)		

Total Students	Skill assessed	Exceeds expected outcome	Meets expected outcome	Does not meet expected outcome
1	Connections	1 (100%)		

Total Students	Skill assessed	Exceeds expected outcome	Meets expected outcome	Does not meet expected outcome
1	Intercultural Competence:	1 (100%)		

## II) INDIRECT ASSESSMENT MEASURES

- **Exit Survey on Qualtrics (Spring 2017)**  
No exit surveys given.

- *The exit survey, as approved by the Department in Fall 2015 can be administered, or not, at the discretion of each division.*
  - *Can be administered anonymously on paper or through Qualtrics (more convenient, as results are automatically compiled and statistics automatically performed).*
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## **Program Assessment (Majors: Classical Humanities B.A. Program)**

**Department: Language, Literatures & Cultures**

**College/School: Arts & Sciences**

**Updated 11/2017**

NOTE: Given the nature of the Classical Humanities B.A., Latin and/or Greek linguistic assessment is tested at the Core [LATN 2010/GK 2010/Non-Majors] level. For the B.A. in Classical Humanities, Interpretive Communication, Connections and Intercultural Competence in reading only will be assessed.

Program Learning Outcomes Curriculum Mapping Assessment Methods Use of Assessment Data

*What do you expect all students who complete the program to know, or be able to do?*

*Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)? How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures. How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?*

**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. In the last semester of the B.A. Results from LATN 2010, GK 2010 and/or higher Latin or Greek in the last undergraduate semester at SLU would show students' advancement in relation to their previous intermediate-low assessment that took place in LATN and/or GK 2010. Students will be assessed by the ACTFL proficiency guidelines at the Intermediate-Low level Direct Measures:

1 Oral Interview Indirect Measures: 1 Exit survey The Classics Program Coordinator compiles the results of both the direct and indirect measures across the program in order to gain insights into the gains made by students, the success of instruction and needs for



improvement. Based on the B.A. program report, the Classics Program Coordinator reports to the Classics program at the end of each academic year with recommendations for changes or improvements to the curriculum, implementation and assessment plan.

**Connections** – Making connections: Students will be able to use the target language(s) & cultures in order to expand their knowledge of other disciplines. In the last semester of the B.A. results for 3xxx or 4xxx level CLH courses at SLU would show students' advancement in relation to their previous intermediate-low assessment that took place in LATN and/or GK 2010. Students will be assessed by the ACTFL proficiency guidelines, (following a rubric adapted from the AACU Integrative Learning Value Rubric), at the Intermediate-Low level. Direct Measures:

1 Oral Interview Indirect Measures: 1 Exit survey The Classics Program Coordinator compiles the results of both the direct and indirect measures across the program in order to gain insights into the gains made by students, the success of instruction and needs for improvement. Based on the B.A. program report, the Classics Program Coordinator reports to the Classics program at the end of each academic year with recommendations for changes or improvements to the curriculum, implementation and assessment plan.

**Intercultural Competence:** Students will be able compare their own culture(s) with the target language culture(s). In the last semester of the B.A. Results from LATN 2010, GK 2010 and/or higher Latin or Greek in the last undergraduate semester at SLU would show students' advancement in relation to their previous intermediate-low assessment that took place in LATN and/or GK 2010. Students will be assessed by the ACTFL proficiency guidelines, (following a rubric adapted from the AACU Intercultural Knowledge & Competence Value Rubric), at the Intermediate-Low level. Direct Measures:

1 Oral Interview Indirect Measures: 1 Exit survey The Classics Program Coordinator compiles the results of both the direct and indirect measures across the program in order to gain insights into the gains made by students, the success of instruction and needs for improvement. Based on the B.A. program report, the Classics Program Coordinator reports to the Classics program at the end of each academic year with recommendations for changes or improvements to the curriculum, implementation and assessment plan.

**Program Assessment (Majors: Greek & Latin Language and Literature B.A. Program)**

**Department: Language, Literatures & Cultures**

**College/School: Arts & Sciences**

**Updated 11/2017**

NOTE: Given the nature of the Latin & Greek B.A., Interpretive Communication, Presentational Communication, Connections and Intercultural Competence and in reading only will be assessed.

Program Learning Outcomes Curriculum Mapping Assessment Methods Use of Assessment Data

*What do you expect all students who complete the program to know, or be able to do?*

*Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)? How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures. How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?*

**Interpretive Communication:** Students will be able to interpret authentic materials in the target language(s). In the last semester of the B.A. results in the last undergraduate semester at SLU would show students' advancement in relation to their previous intermediate-low assessment that took place in LATN and/or GK 2010. Students will be assessed by the ACTFL proficiency guidelines at the Intermediate-High level. Direct Measures:

1 Oral Interview Indirect Measures: 1 Exit survey The Classics Program Coordinator compiles the results of both the direct and indirect measures across the program in order to gain insights into the gains made by students, the success of instruction and needs for improvement. Based on the B.A. program report, the Classics Program Coordinator

reports to the Classics program at the end of each academic year with recommendations for changes or improvements to the curriculum, implementation and assessment plan.

**Presentational Communication:** Students will be able to present information, concepts and ideas about Latin literature & culture to inform, explain, narrate and persuade on a variety of topics using appropriate media and adapting to various audiences. In the last semester of the B.A. results would show students' advancement in relation to their previous intermediate-low assessment that took place in LATN and/or GK 2010. Students will be assessed by the ACTFL proficiency guidelines at the Intermediate-High level. Direct Measures:

1 Oral Interview Indirect Measures: 1 Exit survey The Classics Program Coordinator compiles the results of both the direct and indirect measures across the program in order to gain insights into the gains made by students, the success of instruction and needs for improvement. Based on the B.A. program report, the Classics Program Coordinator reports to the Classics program at the end of each academic year with recommendations for changes or improvements to the curriculum, implementation and assessment plan.

**Connections – Making connections:** Students will be able to use the target language(s) & cultures in order to expand their knowledge of other disciplines. In the last semester of the B.A. results would show students' advancement in relation to their previous intermediate-low assessment that took place in LATN and/or GK 2010. Students will be assessed by the ACTFL proficiency guidelines, (following a rubric adapted from the AACU Integrative Learning Value Rubric), at the Intermediate-High level. Direct Measures:

1 Oral Interview Indirect Measures: 1 Exit survey The Classics Program Coordinator compiles the results of both the direct and indirect measures across the program in order to gain insights into the gains made by students, the success of instruction and needs for improvement. Based on the B.A. program report, the Classics Program Coordinator reports to the Classics program at the end of each academic year with recommendations for changes or improvements to the curriculum, implementation and assessment plan.

**Intercultural Competence:** Students will be able compare their own culture(s) with the target language culture(s). In the last semester of the B. A. results would show students' advancement in relation to their previous intermediate-low assessment that took place in LATN and/or GK 2010. Students will be assessed by the ACTFL proficiency guidelines, (following a rubric adapted from the AACU Intercultural Knowledge & Competence Value Rubric), at the Intermediate-High level. Direct Measures:

1 Oral Interview Indirect Measures: 1 Exit survey The Classics Program Coordinator compiles the results of both the direct and indirect measures across the program in order to gain insights into the gains made by students, the success of instruction and needs for

improvement. Based on the B.A. program report, the Classics Program Coordinator reports to the Classics program at the end of each academic year with recommendations for changes or improvements to the curriculum, implementation and assessment plan.