

BA Assessment Reports - WLLC - 2019-2020

Classical Studies (CLST) Annual Academic Assessment Report – 2019-2020

Program Information:

Chairman of Classical Studies: Daniel Levine

Tenured and Tenure-Track Faculty: David Fredrick and Rhodora Vennarucci

Lectures and Instructors: Nicole Clowney and Joy Reeber

Graduate Instructor: William Loder

The Classical Studies (CLST) program in the World Languages, Literatures & Cultures Department (WLLC) offers a major, minor, and a departmental honors program, all of which require at least five semesters of Latin or Greek, with additional courses in ancient languages, Greek and Roman cultural studies, literature, art, archaeology, architecture, history, philosophy, and myth.

Program Goals:

CLST majors and minors will:

1. Receive a broad knowledge and critical understanding of ancient Mediterranean cultures and their languages, literature, art, architecture, and archaeology.
2. Receive an introduction to the critical theory and interdisciplinary methods and techniques used to study ancient Mediterranean cultures.
3. Critically engage with the diversity of the Ancient Mediterranean World through issues of gender/sexuality, race/ethnicity, and status/power structure, relating questions of relevance to multiculturalism and intersectionality in the contemporary world.
4. Develop research, composition, and multimodal communication skills and critical problem solving.
5. Gain a basic proficiency in Latin and/or ancient Greek language.

Student Learning Outcomes:

1. **Language:** Our students graduate with reading ability in Latin and/or Ancient Greek. No national normative tests are available for college level Latin and Greek. Our students must go through a rigorous series of language courses and complete at least five semesters of an ancient language (Elementary I & II; Intermediate I & II; Advanced). Our course finals require students to translate from Latin and Greek into English, and to demonstrate mastery of the language's syntax and grammatical concepts.
2. **Cultural Studies:** Our students graduate with a basic knowledge of the cultures of the Ancient Mediterranean World (esp. Greece and Rome) as well as their literature and visual and material culture. All CLST majors must take Introduction to Classical Studies: Greece (CLST 1003), and Introduction to Classical Studies: Rome (CLST 1013). Both courses introduce students to the fundamental concepts and structures of the discipline, and require students to critically analyze primary texts and artifacts from diverse historical, intellectual, and cultural contexts to draw meaningful intercultural connections.

No national normative tests are available. We encourage all of our students to take courses in ancient history, art, architecture, archaeology, and philosophy, and at least 70% of CLST students take more than one of these courses, in addition to the required ancient languages.

3. **Critical Thinking and Communicating:** Every CLST major must successfully complete a senior-level honors colloquium (CLST 4003H) that requires in-class presentations, and an analytical research paper or digital project. Thus, they gain both general knowledge of the field, and at least one in-depth study of a particular topic related to the field. All honors students write and defend an honors thesis.
4. **Study Abroad:** A good number of our CLST majors and minors enrich their studies through experiential, international learning opportunities in the Mediterranean. Our encouragement in this area has led to around 50% of our students studying or excavating abroad. CLST faculty lead regular bi-annual 5-week study abroad programs in Greece and Italy as well as intersession programs in Pompeii and Sicily. On average, Classical Studies majors make up between 40-66% of the study abroad group, which usually averages between 15-20 students. Students on these trips produce research papers and present on-site archaeological and historical reports.
5. **Digital Initiatives:** An increasing number of CLST majors and minors are gaining digital skills through work with the Tesseract Center for Immersive Environments & Game Design. Two to three CLST Majors are typically student interns in Tesseract, where they work on everything from game programming to level design to art asset creation using Maya and Blender. Tesseract experience has contributed directly to the acceptance of our CLST students into competitive graduate programs in archaeology at the University of Michigan, the University of Texas-Austin, and Florida State University.

Assessment Results: 2019-2020:

The CLST faculty have monitored the progress of our students. CLST majors have produced in-depth research papers for their capstone course (CLST 4003H), have written Latin and Greek examinations in their upper-level courses, and have been graduating with high grade-point averages. CLST faculty have evaluated students' papers, projects, and language examinations, and have determined that CLST students have achieved the desired program goals and learning outcomes.

Spring 2020 Graduation: five CLST majors (four honors; one 4.0 Student); five CLST minors; one CLCS MA

Placement of 2020 Graduates: one CLST honors major fully funded for a PhD in Classics at Florida State University; one CLST honors major partially funded for an MA in History at University of Chicago; one CLCS MA fully funded for a PhD in Classics at University of Cincinnati

Study Abroad Participation: all five of our CLST majors and one of our minors participated in CLST study abroad programs.

Digital Initiatives: two of our CLST majors interned with Tesseract Center for Immersive Environments and Game Design.

Pre- and post-test survey results for CLST 1013 (Introduction to Classical Studies: Rome):

Fall 2019

Pre: Avg 30% (7.7/25)

Post: Avg. 60% (15.2/25)

Summer 2020

Pre: Avg 29% (7.3/25)

Post: Avg 66% (16.7/25)

Pre- and post-test survey results for CLST 2323 (Greek and Roman Mythology):

Spring 2020

Pre: Avg 40% (10.1/25)

Post: Avg 72% (18.2/25)

Summer 2020

Pre: Avg 32% (8/25)

Post: Avg 80% (20.2/25)

Pre- and post-test survey results for LATN 2003 (Intermediate Latin: Petronius, *Satyricon*):

Fall 2019

Pre: Avg 56%

Post: Avg 71%

Pre- and post-test survey results for GREK 2003 (Intermediate Greek: New Testament):

Fall 2019

Pre: Avg 62%

Post: Avg 85%

French BA Assessment 2019-2020

The French faculty regularly meet to discuss the progress and performance of the students in the French major and make adjustments to their curriculum and instruction as indicated by the results. Retention and graduation rates in the French program are routinely strong and well above the College average. Results for 2019-20 on the measures described in the FREN BA assessment plan are as follows:

Results from FREN 4003 (Grammar & Composition)

FREN 4003: Fall 2019

advanced low: 9

advanced mid: 9

FREN 4003: Spring 2020

advanced mid: 8

advanced low: 10

intermediate high: 6

intermediate mid: 1

intermediate low: 1

FREN 4033: Fall 2019

intermediate high: 5

advanced low: 6

advanced mid: 3

Assessment of Critical Writing Skills/Textual Analysis:

FREN 4113 (Special Topics: Seventeenth and Eighteenth-Century French Lit): Spring 2020

12 out of 12 students received a C or better

FREN 4223 (Survey of French Lit I): Fall 2019

19 out of 19 students received a C or better

Our majors continue to meet our expectations with regards to their learning outcomes. We do not foresee any changes in the immediate future.

German BA Assessment

German majors are expected to be able to pass the B1 level exam of the Goethe Institute (GI), which is an internationally recognized language proficiency exam. The exam consists of a reading section (in which candidates read various types of everyday informational texts and demonstrate comprehension of vocabulary as well as more indirect meaning), a listening section (in which candidates listen to various monologic and dialogic expressions in an everyday context, such as a radio interview, a voice mail, or an announcement), a writing section (in which candidates are given prompts in order to write an informal letter, a formal letter, and a short expression of opinion), and an oral exam (in which candidates are assessed for their ability to have everyday conversations, negotiate, plan with a conversation partner). According to the GI, students at this level of study can:

- understand the main points of information in conversations and texts on familiar matters relating to work, school and leisure time, etc. when clear, standard language is used,
- deal with most situations typically encountered when traveling in German-speaking countries,
- express [oneself] simply and coherently when talking about familiar topics and areas of personal interest,
- report on experiences and events, describe dreams, hopes and ambitions as well as make short statements and explanations.

<https://www.goethe.de/en/spr/kup/prf/prf/gb1.html>

According to the Goethe Institute, in order to achieve the B1 level of competence, students must have completed 350 to 650 45-minute teaching units, depending on previous knowledge and learning requirements. The equivalent of a major at the U of A is 360 50-minute teaching units. As our students were able to pass these internationally recognized language certification exams sponsored by the German government, the German degree program at the University of Arkansas has prepared them well.

Unfortunately, the German section planned on doing Goethe Exams on April 18th, but of course those were cancelled due to Covid-19. While the German section hopes to try and reschedule them for late August, they are not yet sure whether they can or not. At the time of the university's decision to go remote, 25 students had registered to sit for the exam.

Spanish BA Assessment

Students majoring in Spanish should develop critical understanding of the language, culture and literature of the greater Hispanic world and develop effective oral and written communication skills.

ORAL PROFICIENCY

The oral proficiency target for Spanish majors at the junior level was set at advanced low, based on the ACTFL 2012 Guidelines: Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

To better assess the students with this standard, in August 2017, we conducted an American Council of Teachers of Foreign Languages (ACTFL) training workshop for their Oral Proficiency Interview standard for 10 of our WLLC faculty members on campus.

Majors oral proficiency is assessed in a test embedded in SPAN 3033 Spanish Conversation and Composition, following ACTFL guidelines. Oral proficiency is assessed on the following grade scale: A (Intermediate high to Advanced low and above) B (intermediate) C (Intermediate low) D (novice).

Results from 2 sections in the fall 2019 and 2 sections in the spring 2020

	(A) Intermediate high to Advanced low	(B) Intermediate	(C) Intermediate low	(D) Novice	Tot.
FALL2019	18	4		0	22
SPRING 2020	16	2		0	18

Results from this assessment indicates that all SPANBA students in this junior level courses earning an A or a B are at or on track to meet the target oral proficiency level by the time of graduation.

COMMAND OF LANGUAGE STRUCTURES

Spanish majors are also expected to demonstrate advanced command of Spanish grammatical structures. To determine the desired outcomes, the Spanish program uses the final exam of SPAN 4003 Advanced Grammar. Students earning A-B in this exam are considered meeting program outcome goals.

Results from Fall 2019 and Spring 2020 final exam for SPAN 4003

Spring	(A)	(B)	(C)	(D)	(F)	Tot.
Fall 2019	9	7		1	1	18
Spring 2020	15	7	5	3	3	33

Of the 51 SPANBA students, 38 are meeting the program outcomes goals for command of Spanish grammatical structures. Thus, 74% are on track, but one quarter of all these students are not.

A HUMANITIES PERSPECTIVE

A fundamental goal of the Spanish BA is to offer the students the possibility of developing a critical and historical perspective of the human experience through the study of the literatures and cultures of the greater Hispanic world.

Students majoring in Spanish should also demonstrate understanding of the literatures and cultures of the Hispanic world. For this purpose, the program offers a variety of elective literature and culture courses at the 4000 level. Within these courses, students have to write analytical papers. The program regularly offers a variety of such courses as exemplified by the courses offered in the past two years

Year	Spring	Fall
2019	SPAN 470 Caribbean Lit and Film	SPAN 4193 Lat. Am. Lit Survey II SPAN 4253 Lat. Am Cinema and Society
2020	SPAN 470v Latin America Today SPAN 470v Spanish Cinema & Society	

Spanish majors are required to turn in a senior level writing sample. Students must present a research/analytical paper, demonstrating competency in research and writing. A single topic 8-10 page paper or two 4-6 page papers is required. Currently all graduates are fulfilling this requirement, but we have no rubric to determine if these papers met the program's outcomes goal.

Finally, to better assess program strengths, challenges and areas of improvements, the Spanish program developed an exit survey that was sent to the 32 students graduating in May 2020. There were only 13 responses (survey was released late)

Overall responses regarding course offerings, advising, study abroad, service learning and extracurricular activities were positive in general, with areas needing improvement, such as Spanish faculty advising.

Spanish majors are a non-homogenous group. 30% of the 2020 respondents were native or heritage Spanish speakers. The 2020 graduates expressed diverse academic and professional interests. There were also majors and minors in different fields

Spanish 2020 Graduates-- Other Majors	Spanish 2020 Graduates --Minors
International Business International Studies; Economics Political Science Biology Biochemistry	Supply chain management

Spanish graduates explore different paths after graduation. According to the 2020 exit survey, SPANBA graduates post graduation plans were:

Moving to Houston to work for JB Hunt

Finding a job where I can hopefully utilize Spanish and continue to learn it

I will be teaching English in Spain for a year.

I am going to Tulsa Law School

Apply to medical school.

Medical school

May 2020 graduates' individual achievements also reflect on the quality of the program. Sample achievements include graduating Magna cum Laude, Latino Alumni Méritos Latinos awards, and acceptance into graduate programs such as a doctoral program in Occupational Therapy at the University of Central Arkansas.