

CLSTBA

According to the Classical Studies (CLST) Program Goals and Student Learning Outcomes, our students should develop broad knowledge and critical understanding of classical culture, civilization and literature, demonstrate written and oral communication skills, show critical thinking and problem solving skills, and have basic proficiency in ancient Greek and/or Latin.

We require that CLST majors perform well in introductory, intermediate and advanced language courses in Greek and Latin, as well as culture/civilization/history courses, culminating in a “capstone” course: the Classical Studies Colloquium (CLST 4003H). In this latter course, our students write an analytical term paper that fulfills the Fulbright College “senior writing requirement,” which becomes part of their portfolio. The Classical Studies faculty meets periodically to ensure that our students are on track to fulfill these goals, and we discuss their progress and make suggestions to improve performance and the acquisition of the skills we require of our majors.

At the end of each spring semester we solicit responses on an “exit survey” which our graduating senior CLST majors and minors send to the Chair of the Department of World Languages, Literatures, and Cultures. The responses to this questionnaire show that our graduates feel competence and satisfaction with the education in the Classics; they feel that their experience in the Fulbright College CLST program has helped them to achieve the program goals and learning outcomes.

Responses to the exit surveys for 2014-15 were unanimous in their praise for the advising in the program, and the courses, teaching, and the faculty. They felt the faculty were passionate, enthusiastic, knowledgeable, as well as patient and approachable. The main weaknesses mentioned were that the programs strengths in developing critical thinking and writing skills, and in assisting students planning to go into legal and medical fields, need to be better publicized. Also, that the tenure-track faculty should grow so that the program could offer a wider variety of specialized courses.

We collect the papers our students in CLST 4003H have written, as well as the completed Latin or Greek examination from the highest level attained in both languages.

This combination of assessment tools and data has allowed us to develop a view of learning outcomes for the CLST BA. In general, our students are meeting the program goals and reaching the desired student learning outcomes. However, there are some areas for further growth and improvement, and these are outlined below.

Classical Studies Colloquium (CLST 4003H). In spring of 2016, our capstone course (CLST 4003H) enrolled 15 students, 6 of whom were CLST majors or minors. Of these six, only 2 earned the grade of A. The other 2/3 of CLST students earned B grades, mostly due to their term papers. We have noticed that CLST majors and minors need to improve the quality of their writing, since the final term papers indicated that our students’ writing could be stronger in focus, clarity, completeness, and proper use of

sources. In future courses, we will make extra efforts to address this deficiency, by being more specific about how to produce acceptable research papers.

Upper-Level Ancient Languages. In fall of 2015 and spring of 2016, our third-year Ancient Greek and Latin students performed well overall, with grades almost equally distributed between A and B. As upper-level ancient Greek and Latin courses have a high degree of difficulty, a B is in fact a very good grade. Nonetheless, we see areas for improvement, particularly in our students' command of complex sentence structures involving the subjunctive and optative moods.

Assessment Exam. Over the upcoming year, we plan to develop a CLST BA major assessment examination on classical culture. Administered online for all majors and minors, this tool will provide data which will better inform us of areas in which we should seek to improve our overall program.

[D. Levine and D. Fredrick: May, 2016]