Strategic Assessment Plan (StrAP)
Greek and Roman Studies Program

1) Student Learning Goals

What are the student learning goals of your academic unit?

Greek and Roman Studies Program Goals

Students should be able to:

1. Comprehend with proficiency Latin and/or ancient Greek language and literature.

2. Comprehend and demonstrate the ability to use primary and secondary sources and reference tools for the study of Greek and Roman language, literature, culture, and history.

3. Comprehend Greek and Roman cultures and societies in their own historical and geographical contexts, and understand and identify the intersection of these cultures with other cultures and societies, both synchronically and diachronically, including issues of continuity and change.

4. Demonstrate ability to think and write critically, develop and defend an argument, conduct independent research, evaluate ethical constructs, and communicate effectively both orally and in writing.

5. Demonstrate ability to engage with problems and questions of the 21st century using the skills and knowledge acquired in the GRS program, with appreciation for and understanding of the long-term impact of ancient Greek and Roman culture, ideas, and values on Western cultures and societies.

GRS arrived at these goals through combining statements of best practices from the *Standards for Classical Language Learning* (SCLL) designed by the American Classical League and the American Philological Association and Regional Classical Associations, in concert with *American Council for the Teaching of Foreign Languages* (ACTFL) guidelines. The GRS Steering Committee (Nancy Sultan, Kevin Sullivan, Amy Coles, and Andy Engen) reviewed and updated these goals on April 28, 2014 as part of our ongoing assessment process.

These goals are published on the GRS IWU homepage. They also have been included in discussions among the Steering Committee, the Provost, and our external reviewers.

2) Measures for Assessing Student Learning Goals

Measures & Tools	Context	Use	Type of Measure	Timetable for Review	Target Goals
Writing Portfolio (majors only)	Students submit their best paper from a 100-200 level course (HUM 101, HIST 120, GRS 210, HIST 212, or HIST 214); one translation sample after completion of	Using rubrics, measures student progress in ability to read, translate, analyze, and use primary and secondary sources.	Direct	Each part on separate step of assessment. Assessed as whole in 2015.	GRS Goals 1-5

	Greek or Latin 201; and their 499 Senior Research paper. Professors add the JWP oral presentation evaluation and post-study abroad and senior exit interviews.**				
Senior Research Course 499 (majors only)	Senior year (Fall or Spring)	Capstone writing course to show student ability to conduct independent original research in the field. Measures competence using primary and secondary sources, commentaries, and apparatus criticus.	Direct	Assessed in 2011, 2014. Next assessment in 2017/18.	GRS Goals: 1: analyzing Greek and Latin language using own translation 2: using primary sources to make argument 3: demonstrating understanding of subject 4: research skills
Language Learning (majors only)	A translation from 201 or higher goes into the Writing Portfolio. Assessment also may include an essay or exegesis from 201 and above.	Using rubric, measure language learning outcomes in Greek and Latin.	Direct	Assessed in 2014. Next assessment in 2019/20.	GRS Goal 1 with special reference to ACTFL/SCLL Goals
Oral Presentation (majors only)	Senior year presentation of research at JWP Conference or GRS Senior Research Conference.	Using rubric, evaluate student ability to deliver research results orally and respond to Q&A.	Direct	Next assessment in 2016/17.	GRS Goal 4
Library Use Exercise (whole class for foundations courses)	Forms and collaboration with library liaison for GRS students in first two years.	Using rubric, measures how students use the library to conduct research in GRS.	Direct	Assessed in 2013. Next assessment in 2018/19.	GRS Goal 2
Listening Comprehension & Note Taking Exercise (whole class for foundations courses)	Exercise conducted in HUM 101 OR HIST 120 using instrument.	Using rubric, measure student's progress in listening and recording information delivered in class.	Direct	Assessed in 2012. Future assessment as needed.	GRS Goal 4

21st Century Applications Exercise (whole class for select courses)	Ancient knowledge/ modern contexts exercise in lower-level GRS courses from HIST/GRS/ PHIL/REL.	Using a rubric, assess students' application of GRS knowledge to modern society.	Direct	Next assessment in 2015/16.	Goal 5
Post-study Abroad Survey (timing varies)	Form completed upon student return from Study Abroad.	Fit and quality of Study Abroad program with student interest, ability, and goals	Indirect	Next assessment in 2019/2020.	GRS Goal 4-5
Exit Interview & Online Survey	Follow-up interview with graduating majors & minors	Student feedback for program assessment and revision	Indirect	Next assessment in 2016/17.	GRS Goals 1-5

** Assessment documents are stored by topic after assessment rather than returned to student portfolios.

3) Feedback Loop

1. The Steering Committee (Sultan, Coles, Sullivan, Engen) for GRS meets at least once a semester to discuss issues related to the students and program. The schedule of assessment, as laid out in the chart above, is:

   - 2015/16 – 21st Century Applications (Goal 5, direct): Each member of the steering committee with evaluate one exercise on ancient/modern connections for their whole class using a rubric.

   - 2016/17 – Oral Presentations (Goal 4, direct) and Exit Interviews (Goals 1-5, indirect)

   - 2017/18 – Argument development: a comparison of 100/200 level papers with 499 papers (Goal 4, direct) – targeted instrument to be developed

   - 2018/19 – Library use (Goal 2, direct)

   - 2019/20 – Language (Goal 1, direct) and Study Abroad surveys (Goals 4-5, indirect)

   - 2020/21 – 499 papers

2. Feedback process

   - A rubric has been created for assessing the students' assignments regarding library use, language learning, oral presentations, ancient/modern connections, note taking, and writing projects. The Steering Committee uses these rubrics to evaluate the measure, then meets to discuss the results. We will make changes in accordance with perceived needs coming out of these discussions. Furthermore, we will discuss whether the rubric itself is written appropriately to capture how well-targeted and dependable the measure is.

   - The Post-Study Abroad Survey and Exit Interview are indirect measures, and thus the surveys will be summarized and the summary discussed by the Steering Committee. We will make changes in accordance with perceived needs coming out of this discussion.