

## Assessment Report AY 2020-2021

### 1. Identifying Information

Name of Program: Classical Studies

Type of Program: Minor Division: College of Arts and Sciences

Submitter: Stephen Black, Acting Coordinator (Fall 2021),  
blacksk@usfca.edu

Submitted: November 1, 2021

### 2. Mission Statement

No changes have been made to the program mission statement this year.

#### **Mission Statement (Minor):**

The Classical Studies Program is an interdisciplinary program that provides knowledge and understanding of the language, history, and cultures of Ancient Greece and Rome. Students in the Classical Studies program will acquire the linguistic and analytical skills to draw meaningful connections between past and present with a historical perspective that enables them to be successful in their academic and professional endeavors, but also in service to others. By thinking multiculturally in historically grounded ways, students in the program will develop an understanding of the Classical world as one of the foundations of a Jesuit education, and its evolution in modern intellectual traditions as a lens through which to explore a diversity of languages and cultures.

### 3. Program Learning Outcomes

No changes have been made to the program learning outcomes this year.

#### **PLOs (Minor):**

Students will:

1. develop an understanding of the ways in which ancient languages and literatures (in the original or in translation) reflect social and political institutions.
2. acquire knowledge of and integrate literary, historical, and archaeological evidence in order to develop and investigate cultural and historical questions from a multiplicity of perspectives.
3. recognize, articulate, and analyze the major intellectual, cultural, and institutional traditions in the Greek and Roman worlds, as well as their continuity and differences with the contemporary world.

4. analyze sources in writing and orally with a critical awareness of a plurality of meanings and perspectives.

#### 4. Curricular Map

Course Code	Title	POs	Methodology
CLAS 130	Self and State in Ancient Rome	1, 2, 3, 4	literature in translation
CLAS 140	From Athens to Alexander	1, 2, 3, 4	literature in translation
CLAS 110	Ancient Epic	1, 3, 4	literature in translation
CLAS 120	Mythology	1, 3, 4	literature in translation
CLAS 220	Pop Culture in the Ancient World	1, 2, 3, 4	literature in translation
HONC 310	Satire from Athens to SNL	1, 2, 3, 4	literature in translation
HONC 313	Sport & Spectacle	1, 2, 3, 4	literature in translation
LATN 101	Language in Ancient Rome	1, 2	language
LATN 102	Language and Power	1, 2	language
LATN 301	Love & Friendship in Ancient Rome	1, 2	language
LATN 301	Cicero's Rome	1, 2	language
GREK 101/102	Intensive Greek	1, 2	language
THRS 315	Greek and Roman Religion	1, 2, 3, 4	literature in translation
THRS 320	Pagans, Christians, and Jews	1, 2, 3, 4	literature in translation
ARTM 318	Roman Art	2, 3, 4	
HIST 311	The Classical Mediterranean World	2, 3, 4	literature in translation
HIST 312	The Roman Empire	2, 3, 4	
PHIL 211	Ancient Philosophy	3, 4	literature in translation
PHIL 310	Ancient and Medieval Philosophy	3, 4	literature in translation

#### 5. Assessment schedule between APRs

Given that the program in its current form has only been in place for two years, we have not had an APR. For AY 2020-2021, our goal was to focus on PLO 3, which was disrupted by the pandemic. For AY 2021-2022, we will close the loop on PLO 3 and focus on PLO 1.

#### 6. Description of the methodology for the required and/or alternative assessment process.

Per our last in-person assessment report, the Classical Studies program had four immediate goals:

- a. Integrate comparative projects into the two gateway courses and develop an assessment rubric to analyze competency in PLO 3; use the data to improve programming and instructional methods.
- b. Boost the number of students in the minor program from 10 (current) to 15 (2020) and 20 (2021). At this time, the program has seen an increase from 1 to 10 students.
- c. Develop two assessment rubrics for language courses and courses in translation.
- d. Increase programming to engage students across the campus.

## **7. Description of results**

- a. Over the past year, we have successfully integrated group comparative projects into CLAS 130 and 140, and are now working on the assessment rubric, which had to be rewritten due to the shifts in instructional format. The discrepancy in data over the last 1.5 years has complicated this process, but we now have enough material to proceed.
- b. In AY 2020-2021, we did in fact reach 20 students in the minor. Enrollments have declined to 16 in Fall 2021 due to the pandemic, but we anticipate that they will increase once more with in-person instruction.
- c. This has also been delayed by the pandemic, but with the Greek program restarting and in-person instruction, we will now be able to develop these materials as part of the assessment of PLO 1 (see above).
- d. This has been one of our most successful areas, via virtual talks and collaboration with other departments/programs.

## **8. Description of how the results were shared with faculty and how your department/program responded to the results. Plans for future improvement or assessment of your program.**

CLAS faculty meet twice per semester to share feedback and plan for next steps. Our meeting in May 2021 focused on recruitment (goals c, d) and on format and assessment for language classes. The development of rubrics for language instruction will be a significant step forward in these efforts.

**9. Discussion of any significant feedback from your previous year's report and how your department/program responded to that feedback.**

Feedback last year was centered on the transition to a remote format during the COVID 19 pandemic. Overall, the program successfully adapted its curriculum to fully online instruction through Spring 2021.