

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE.
RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites.
More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: Classical Studies
Degree: BA
Chair: Ann Suter Classics
Academic Year Plan: 2007/2008

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
Upon completion of program, students are expected to (know and be able to do):	List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.	Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment practices.	Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.
1. Reading comprehension	Knowledge of Greek & Latin grammar & syntax ability to read, comprehend & translate accurately any Greek or Latin w/a dictionary.	See Curricular mapping	Survey of graduating seniors; daily assessment in class of performance skills; performance on senior level assignments (papers, examinations)
2. Reading aloud	Ability to read Greek & Latin aloud accurately	"	"
3. Meters	Knowledge of common meters of Gk & Lat.; ability to read aloud these meters accurately, to analyze the metrical structure of any Gk. Or Lat. poem; have memorized several poems or prose passages.	"	"
4. Literary Genres	Knowledge of epic, tragic/comic, lyric, oratory, history/philosophy	"	"
5. Social/historical contexts	General knowledge, + specific contexts for texts read; ability to identify references to myths & historical events in the texts and to analyze their relevance to the texts.	"	"
6. Myth, history, art, architecture		"	"
(Or attach specialized or professional accreditors' standards)			

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Expected Level of Achievement	Actual Level of Achievement	Analysis and Interpretation of Data	Actions	Timetable for Reassessment
Identify the level of norm-based or criteria-based performance you expect graduating students to achieve.	Identify students' actual level of achievement against the expected performance level.	Identify the recommendations that emerged from your interpretation of data (such as through aggregating and disaggregating data or triangulating multiple sources of data).	Describe the actions you have taken (or will take) with particular focus on improving teaching and learning.	Identify when you have reassessed or will reassess specific outcomes to ascertain the efficacy of actions you have taken or will take. If you have already reassessed, what did you find?
1. 60% of students will meet or exceed the expectations.	to be determined	to be determined		
2. 60% of students will meet or exceed the expectations.	"	"		
3. 60% of students will meet or exceed the expectations.	"	"		
4. 60% of students will meet or exceed the expectations.	"	"		
60% of students will meet or exceed the expectations.	"	"		
6. 60% of students will meet or exceed the expectations.	"	"		
(Or attach specialized or professional accreditors' standards)				