

Departmental and Program Assessment Annual Assessment Plan Report

Academic Year: 2011-2012

Academic Unit: Classics

Chair: Resinski

Student Assessment Plan (SAP) – Basic Check-list – If your answers are “yes” a question in this section, no further explanation is necessary.

1. Is there a current assessment plan for your department, program, or general education component? Current implies that this SAP is used by the department. It does not have to be rewritten unless your assessment plan has changed. It should be on the web at <http://www.hendrix.edu/academics/academics.aspx?id=7264>.

yes -- But it is in the process of being revised in light of the Assessment Committee's recommendations; a new copy will be sent to the Associate Provost in 2012-2013.

2. Does the current SAP include student learning goals? Departmental/programmatic/general education component student learning goals should be able to stand alone as a list without pages of explanatory commentary.

yes

3. Does your SAP include a list of assessment data collected yearly? Assessment data lists should be able to stand alone without pages of explanatory commentary. Additionally, collected data should be of enough value to the department that it is read yearly. If not, it is probably not of sufficient use to collect.

yes

4. Are student learning goals available to students on the web on the departmental/programmatic page(s)?

yes

5. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program?

yes

6. Does your SAP include direct assessments? “Direct” refers to evaluated student work.

yes

7. Describe which indirect assessments in your assessment plan have been collected for the year and which have not. “Indirect” refers to student surveys, interviews, or opinions.

yes -- End-of-semester course questionnaires contain indirect assessment data, as well as mid-semester polls. The temporary Classics professor did not, however, leave his mid-semester data with me when he left, though we did discuss it at the time.

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development. *This could easily be the annual action item for your department or program (next section #5).*

1. As a next step in SAP development, departments/programs are encouraged begin working on an assessment audit to determine how student learning goals fit across the courses in the major. This could be as complicated as a full grid of student learning goals, or a single learning goal, across the courses in the major. (This has not been required of departments, but it is a recommended next step when the SAP is up to date.)

This information is in the "scaffolding" part of our current SAP, but since our whole SAP is being revised, we will revise this as well next year.

Yearly Assessment Report – each department or program is expected to have assessment discussions for at least two hours each academic year. If necessary, help is available from David Sutherland, just call.

1. What was your planned action item identified in your last report?

We aimed to choose and assess two courses. I didn't do this this year, however, since the notice we got from the Assessment Committee suggested that we shouldn't assess by course. It really did seem to make sense to us to assess by course, seeing how each fit into the whole and how it was doing its job of meeting particular learning goals--but if the Assessment Committee would prefer that we not assess by course, we will retool our SAP accordingly.

Instead, I chose to assess the FL capacity as it relates to Latin and Greek this year. We were asked to do this by the Associate Provost and the Foreign Languages Department chair.

2. Briefly summarize the topics discussed in your annual assessment meeting. (If you have not met this year, why not and when do you plan to meet?)

Because I am on my own this spring, my assessment meeting was a meeting of 1! But I really did meet with myself, draw up an analysis of the FL data I collected, and form some conclusions.

3. What was the conclusion of your assessment discussion and how did the collected assessment data inform your conclusion? Specifically describe any curricular or programmatic changes that have been made that were based, at least in part, on the data in your SAP.

I used the data collected to conclude that in Latin 120 and Greek 120 students demonstrably met the goals for the FL capacity articulated in the college catalog (2011-2012 edition, p. 22): by completing their FL requirement, students "should achieve the degree of competence in a foreign language necessary to encounter another culture on its own terms," and "this level of ability requires being able to understand, analyze, and use a foreign language."

As for changes based on the collected data:

- In the Latin beginning sequence we will switch to a textbook which better facilitates linguistic analysis.
- In the Greek beginning sequence we will emphasize the importance of linguistic analysis from the get-go (our visiting Classics professor did not stress this sufficiently when he taught Greek 110 in the fall).

4. What are the plans for improving student learning in your unit?

See the second part of answer to #3 above.

5. Define at least one new action item for your unit that will be a goal of your assessment discussions next year?
(This action item could be to work on the SAP or on the assessment audit to correlate student learning goals with specific courses, described above.)

We will finish the revision of the SAP; I did not want to finalize the document without the input of our new Classics professor who will be joining the department this fall.

We will focus on assessing, evaluating, and perhaps revising the capstone experience in Classics.