

**Departmental and Program Assessment  
Annual Assessment Plan Basic Update**

Academic Year: 2012-2013

Academic Unit: Classics Program

Chair: Rebecca Resinski

**Student Assessment Plan (SAP) – Basic Check-list**

1. Have any changes been made to your program's student assessment plan or student learning goals? Your recent version should be on the web at <http://www.hendrix.edu/academics/academics.aspx?id=7264>. If you have made changes, then attach a copy of the new plan or goals.

yes: a new plan is filed (as a separate document) with this report

2. Are student learning goals available to students on the web on the departmental/programmatic page(s)? If not, then this will be considered as an action plan for the coming year.

yes

3. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program? If not, then this will be considered as an action plan for the coming year.

yes

**Student Assessment Plan Development** - Departments and programs who have a complete and current SAP should consider the next step in SAP development.

- 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. Sometimes the term “scaffolding” is used to describe this process. 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.) Has your program already done this?

yes: The table below shows the distribution of the learning goals across the program. An X means that the learning goal is central to the work of the course. If specific learning goals are present in a course to a lesser or varying degree, they are not marked.

- to acquire a knowledge of Latin and Ancient Greek vocabulary, morphology, and syntax, including the technical terminology used to describe grammatical phenomena
- to translate authentic Latin and Ancient Greek texts into English
- to interpret and analyze Greek and Roman texts, whether read in the original language or in English translation
- to gain an understanding of key aspects of ancient history, literature, and culture
- to investigate in depth specific topics related to the Classical world or Classical reception
- to examine the continuing influence of the Classical world beyond antiquity
- to develop skill at analyzing and synthesizing evidence from a variety of genres or media
- to express interpretive and analytic ideas in oral and written forms
- to undertake research activities appropriate to the field of Classics

	1	2	3	4	5	6	7	8	9
LATI 110	X								
LATI 120	X								
GREE 110	X								
GREE 120	X								
LATI 210	X	X	X						
GREE 210	X	X	X						
LATI 390	X	X	X					X	X
GREE 390	X	X	X					X	X
LATI 410	X	X	X					X	X
GREE 410	X	X	X					X	X

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	1	2	3	4	5	6	7	8	9
CLAS 200			X	X					
CLAS 250						X			
CLAS 255						X			
CLAS 285			X	X		X			
CLAS 290			X		X	X		X	
CLAS 294			X		X		X	X	
CLAS 301			X	X			X	X	
CLAS 302			X	X			X	X	
CLAS 490			X		X	X		X	
CLAS 495			X		X		X	X	
comp exam				X					

**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?

This year we aimed to revise the assessment plan and to look at the capstone/comprehensive senior experience.

2. Briefly summarize the topics discussed in your annual assessment meeting.

We met multiple times to discuss assessment-related issues. We developed a new assessment plan that takes account of learning goals across the program in a different way. (The assessment committee had suggested such a change.) The new assessment plan includes input from Stanly Rauh, the new assistant professor in the Classics program, as well as from Chris Campolo, who is now an official member of the Classics program since its recognition as an interdisciplinary program. We also considered possible reconfigurations of the capstone and comprehensive.

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.

Our assessment discussions yielded a new assessment plan, which is submitted as a separate document with this report. We also decided to keep our current capstone and comprehensive

configuration until Stanly Rauh has more familiarity with it. Based on students' experience with and performance on the comprehensive exam this year, we decided that at the beginning of next year we will discuss implementation of various check-ins as the students prepare for the exam. This will give students more feedback and confidence as they study, strengthen their knowledge of the material, and improve their performance on the exam.

4. Define one new action item for your assessment discussions next year.

In addition to implementing check-ins for seniors preparing for their comprehensive exam, next year we aim to:

- assess learning goals 5 and 6
- discuss the possible inclusion of some of Bobby Williamson's Religious Studies courses in the Classics curriculum; if we decide to include these in the program, we will have to integrate them (and him) into the assessment plan