Departmental and Program Assessment
Annual Assessment Plan Report

Academic Year: 2010-2011

Academic Unit: Classics Program in the Foreign Languages Department

Chair: Vilahomat chair of FLD, but Resinski submitting report for Classics

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 <u>current</u> 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=47328.

    yes

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 (general programmatic learning goals)

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

For the two courses chosen to assess this year, the Classics program collected mid-semester surveys from students as well as end-of-semester questionnaires.

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.)

   <u>yes</u>

This information is included in the current SAP for Classics on file.

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 planned to assess two courses at the 200 or 300 level; we settled on Classics 200 and Classics 302. We also planned to implement and assess the objective portion of the senior capstone experience.

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?)

We discussed the objective portion of the senior capstone experience multiple times during 2010-2011: as we were fine-tuning it, before we graded it (so that we could correlate our grading), and after we graded it.

We discussed the assessment of our chosen 200 and 300 level classes part-way through the semester, after the mid-semester check-ins with the students. We have not had a final assessment meeting about these courses because they were both taught in the spring semester, and we did not have time to collect the data and meet before the end of the academic year. We will have our final meeting about these courses early in the fall 2011 semester.

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.

In our assessment discussion about the objective portion of the capstone we seemed to conclude that the test functioned well. We will change one of the authors on the study list for next time.

Our final discussion about the assessed courses has not yet taken place, so we have no conclusions to report.

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

In general terms, we will implement any changes to address issues that may come to the surface when we look at our assessment data and have our final assessment discussion. (Since the final meeting hasn't occurred yet, it's hard to be more specific.)

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 again choose two courses to assess and discuss.