

To: Office of Assessment  
 From: Rebecca Resinski, chair of the Classics program  
 Date: May 31, 2023  
 Re: 2022-2023 Classics Assessment

The Classics program held its annual assessment meeting on May 17, 2023. Rebecca Resinski (RR) and Stan Rauh (SR) were present; Chris Campolo (CC) did not participate in the meeting because he was on sabbatical.

I. We started the meeting by discussing our **implementation of plans** outlined in the 2021-2022 assessment report filed by SR.

- That report mentioned our intention to more intentionally use different formats to measure different kinds of student learning: tests for information and writing assignments for interpretation. This division worked especially well in CLAS 200 and CLAS 294 this year.
- The report also noted our intention to identify translations of ancient texts that are more accessible in terms of language style as well as cost. Toward that end, CLAS 200 used a different translation of Ovid's *Metamorphoses* this spring, and student comprehension and engagement increased as a result. CLAS 301 and 302 also incorporated a number of new translations that had the benefit of being freely available online.
- The 2021-2022 report included mention of our planned work on the oral component of the capstone. More detail about that is given below.

II. We discussed our **assessment of the goals identified for attention in our assessment cycle**.

- We assessed learning goals 5 and 6.
- Learning goal 5: Investigate specific topics related to the Classical world or Classical reception.
  - Of the courses offered by the Classics program in 2022-2023, CLAS 294 and CLAS 495 are identified as working toward this goal.
  - At the end of this report I have included the individual reports about these courses. In those reports you will find information about the different instruments used for data collection. I will not repeat that information here, but I would like to note that each course uses assessment tools appropriate for the specific course and level.
  - Results of the direct assessment:

5) Investigate specific topics related to the Classical world or Classical reception world or Classical reception.	Demonstrates an advanced knowledge of the specific topic under investigation.	Demonstrates an adequate knowledge of the specific topic under investigation.	Demonstrates below-average knowledge of the specific topic under investigation.	Demonstrates little understanding of the specific topic under investigation.
CLAS 294: identified in the curriculum map as " <u>introducing</u> " this goal	14	6	2	0
CLAS 495: identified in the curriculum map as " <u>developing</u> " this goal	5	5	1	0
<b>TOTALS</b>	<b>19</b> <b>(58% of students)</b>	<b>11</b> <b>(33% of students)</b>	<b>3</b> <b>(9% of students)</b>	<b>0</b>

- Learning goal 6: Examine the continuing influence of the Classical world beyond antiquity.
  - Of the courses offered by the Classics program in 2022-2023, CLAS 250 and CLAS 495 are identified as working toward this goal. The 2022-2023 rendition of CLAS 294 also worked toward this goal, though—because it is a Topics course with variable content—it is not identified with this goal in the curriculum map.
  - At the end of this report I have included the individual reports about these courses. In those reports you will find information about the different instruments used for data collection. I will not repeat that information here, but I would like to note that each course uses assessment tools appropriate for the specific course and level.

<b>6) Examine the continuing influence of the Classical world beyond antiquity.</b>	Demonstrates advanced understanding of the influence of the Classical world beyond antiquity.	Demonstrates the ability to identify specific ways that that Classical world influences modern culture.	Demonstrates the ability to detect Classical influence but struggles to understand the relevance of that influence.	Struggles to detect the continuing influence of the Classical world beyond antiquity.
CLAS 250: identified in the curriculum map as both “ <u>introducing</u> ” and “ <u>developing</u> ” this goal	8	7	1	2
CLAS 294: worked toward “ <u>introducing</u> ” this goal	16	6	0	0
CLAS 495: identified in the curriculum map as “ <u>mastering</u> ” this goal	6	3	2	0
<b>TOTALS</b>	<b>30</b> <b>(59% of students)</b>	<b>16</b> <b>(31% of students)</b>	<b>3</b> <b>(6% of students)</b>	<b>2</b> <b>(4% of students)</b>

- What changes did the direct assessments indicate? Here are some highlights from our in-person discussion and from the individual course assessment reports.
  - In future offerings of CLAS 250, RR will provide more direct examples earlier on of how students will be expected to deploy the course material on tests, and this should help students learn the material more effectively. RR will also reintroduce an assignment used in past iterations of the course that adds another dimension to students’ development of learning goal 6.
  - In future offerings of this particular rendition of CLAS 294, SR may redesign an assignment so that students more explicitly identify the influence of Classical ideas on their own thinking, and this will correlate to learning goal 6.
  - In future offerings of this particular rendition of CLAS 495, SR plans to enhance opportunities for using Classical content as the theme of one of the compositions, and that will boost engagement with learning goal 5 in that course.
- Otherwise, we determined that major changes to these courses were not necessary because:
  1. For both learning goals, 90% of the students achieved the learning goals at levels we would consider “high” and “solid.”
  2. Differences in student achievement of the learning goals appeared to be due to degrees of application on the students’ end rather than lack of structured approaches toward those goals in the courses themselves.

- The particular indirect assessment measures used are described in the individual assessment reports given below. Overall, students clearly saw the relationship between the course activities and the targeted learning goals and seemed to gauge their own progress toward those learning goals fairly well. As in past years, different professors used different kinds of indirect assessment measures. SR's measures were more summarizable in a quantitative way and asked students to assess themselves in the same terms that the direct assessment rubric uses. RR's measures were more qualitatively focused and asked students to reflect on their own work toward the targeted learning goals and their ultimate take-aways from the course. We discussed the upsides and downsides of these different measures, and in fall 2023 we may decide as a program to move to a uniform reflective prompt for indirect assessment. We feel that responses to a reflective prompt are likely to give us a more useful view of students' experiences in the courses. We didn't make a final decision about this at our May assessment meeting since CC (on sabbatical) was not able to be part of the conversation.

### III. We discussed **the oral component of the Classics capstone**.

- Last year's report mentioned our intention of clarifying our instructions for the presentation component of the capstone by providing more information about the expected content and about preliminary steps to be undertaken. We revised the directions provided on our capstone information sheet accordingly.
- Direct assessment of the three majors completing the capstone this year:

	High achievement	Solid achievement	Satisfactory achievement	Unsatisfactory achievement
Performance of preparatory steps specified in the capstone information sheet	1	0	1	1
Clear, thorough, thoughtful, and accurate presentation of the content	0	2	1	0
Smooth delivery of the presentation, including cogent Q & A with Classics faculty	1	1	1	0

- For the indirect assessment, we distributed a survey to the seniors after their oral presentations. A list of the questions is provided below. Students responded thoughtfully, especially to third and fourth questions, which asked them to correlate their presentations to the program learning goals and to their individual path through the major.

- What changes are indicated by the assessments, and what are the next steps?
  - As the chart indicates, student performance in this part of the capstone was varied, even though we provided more robust guidelines for the presentation and a more definite framework for the completion of preparatory steps. We will continue to work on both the guidelines and the preparatory framework for next year, but we also note that the variance in achievement reflects the specific situations, dispositions, and decisions of this year's majors—things which the Classics faculty could not control.

- We may decide to share with the majors a rubric that we will use to evaluate their presentations. On this year's information sheet we mentioned the evaluation criteria, but seeing a rubric may help them better conceptualize the criteria and focus their efforts.
- The indirect assessment showed a large range in the number of hours students spent preparing for the presentation. We hope that revision of the guidelines and preparatory framework will decrease that variation.
- We will expand the indirect assessment survey to include something like the following question: For the overall learning goals of the Classics program which your particular topic and presentation *didn't* touch on, how did other coursework or activities in the Classics program help you to address those goals?

#### IV. What is our **plan for assessment in 2023-2024?**

- Our assessment cycle indicates that we will look at learning goals 8 and 9.  
     Learning goal 8: Express interpretive and analytic ideas in oral and written forms.  
     Learning goal 9: Undertake research activities appropriate to the field of Classics.
- We will discuss using a common reflective prompt for indirect assessment. (See above.)
- We will implement the changes related to the oral portion of the capstone mentioned above, including the expansion of the senior survey to include a consideration of learning goals not addressed by students' individual presentations. This will help us as we aggregate information for a multi-year assessment of the program as a whole.
- We will discuss changing "influence" to "influence or relevance" in the wording of learning goal 6. This possibility came up in our May discussion, but we did not want to make a final determination until CC returns from sabbatical and is able to weigh in. We will also look at our overall assessment plan to see if there are other goals that we should revise now that the "new" Classics major has been in place for a number of years.

**Classics Program Assessment**  
*for assessments using all students in a course*

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*Academic Year:* 2022-2023

*Course:* CLAS 495 – Art of Persuasion

*Program learning goal(s) being assessed in this course:* Goals 5 and 6

*Direct assessment measures: Assignments, tests, quizzes, or other measures used to determine student progress toward or achievement of the learning goal(s):*

Goal 5: Ultimate Composition Assignment - this is the final project for the class that requires students to employ a wide variety of tools from Classical rhetorical principles to execute a sustained persuasive argument.

Goal 6: Modern Speech Evaluation – students performed three exercises designed to evaluate famous contemporary speeches and identify how Classical rhetorical principles were used or adapted.

*Indirect assessment measures:*

Student survey for both learning goals.

*Breakdown of results based on the measures mentioned above (add/delete rows as needed):*

**\*Insert Learning Goal specific breakdown from Master Rubric into chart.**

	Demonstrates an advanced knowledge of the specific topic under investigation.	Demonstrates an adequate knowledge of the specific topic under investigation.	Demonstrates below-average knowledge of the specific topic under investigation.	Demonstrates little understanding of the specific topic under investigation.
<b>5) Investigate specific topics related to the Classical world or Classical reception</b>				
Direct Assessment:	5	5	1	
Indirect Assessment:	6	5		
<b>6) Examine continuing influence of Classical world beyond antiquity.</b>	Demonstrates an advanced understanding of how the Classical world has influenced subsequent eras/cultures through insightful observation and analysis.	Demonstrates the ability to identify specific ways that the Classical world influences modern culture.	Demonstrates the ability to detect Classical influence but struggles to understand the relevance of that influence.	Struggles to detect the continuing influence of the Classical world.

Direct Assessment:	6	3	2	
Indirect Assessment:	7	4		

*Based on the overall assessment, what conclusions can be drawn? What changes can be made in the course, its assignments, and/or in the overall Classics curriculum to support student progress toward and achievement of these learning goals?*

This particular course fits very well with the two learning goals under consideration. Direct and Indirect assessment correlated fairly closely – lower assessment scores on goal 6 were partly due to missed assignments, which explains why students were more confident than instructor. Based on evidence and actual experience, I do not think changes are necessary for this course.

*Other thoughts or comments:*

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**Classics Program Assessment**  
for assessments using all students in a course

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Academic Year: 2022-2023

Course: CLAS 294 – Escaping Dystopia

Program learning goal(s) being assessed in this course: Goals 5 and 6

*Direct assessment measures: Assignments, tests, quizzes, or other measures used to determine student progress toward or achievement of the learning goal(s):*

Goal 5: Content Exam for our first unit, “Ancient Societies and Institutions.” This unit focused primarily on the topic of Classical politics, both in theory and practice.

Goal 6: Ideal Society Essay. Students reviewed utopian visions from Classical authors (Cicero, Plato), considered how these visions were reflected in later ones (ex. More), and used these reflections to set up criteria for their own visions.

*Indirect assessment measures:*

Student survey for both learning goals.

*Breakdown of results based on the measures mentioned above (add/delete rows as needed):*

**\*Insert Learning Goal specific breakdown from Master Rubric into chart.**

<b>5) Investigate specific topics related to the Classical world or Classical reception</b>	<b>Demonstrates an advanced knowledge of the specific topic under investigation.</b>	<b>Demonstrates an adequate knowledge of the specific topic under investigation.</b>	<b>Demonstrates below-average knowledge of the specific topic under investigation.</b>	<b>Demonstrates little understanding of the specific topic under investigation.</b>
Direct Assessment:	14	6	2	
Indirect Assessment:	12	10		
<b>6) Examine continuing influence of Classical world beyond antiquity.</b>	<b>Demonstrates an advanced understanding of how the Classical world has influenced subsequent eras/cultures through</b>	<b>Demonstrates the ability to identify specific ways that the Classical world influences modern culture.</b>	<b>Demonstrates the ability to detect Classical influence but struggles to understand the relevance of that influence.</b>	<b>Struggles to detect the continuing influence of the Classical world.</b>

	insightful observation and analysis.			
Direct Assessment:	16	6		
Indirect Assessment:	13	9		

*Based on the overall assessment, what conclusions can be drawn? What changes can be made in the course, its assignments, and/or in the overall Classics curriculum to support student progress toward and achievement of these learning goals?*

This one is hard to judge, as this was the single strongest group of students I have had in my time at Hendrix, which is somewhat surprising given post-Covid times. Students seemed somewhat less confident in their achievement than I judged them to be. This makes me wonder if I should explain how direct assessment works (that is, how I'm judging in terms of assignments or anything else).

For Goal 6, I might reconfigure the assignment in that it led to students using (being influenced by) the Classical World rather than necessarily examining it. This could be accomplished by having them emphasize the identification of Classical utopian ideas in subsequent ones more than I did.

Evidence suggests no large changes required for these goals.

Though not taught under this cycle, I'm noticing that CLAS 294 Catastrophe and Collapse could use some shoring up for goal 6. The subject itself does not lend itself well towards evaluating this goal directly, but does show how concerns (or major problems) from Classical antiquity persist and remain relevant. I can possibly create a new assignment to try to capture the goal more directly.

*Other thoughts or comments:*

For each class, I think I need to use a different tool for indirect assessment. I also find the idea of indirect assessment as presented by Assessment Committee problematic and/or not very useful. I have also come up short in this area. A reflective prompt could prove useful for these learning goals as well.



**Classics Program Assessment**  
*for assessments using all students in a course*

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*Academic Year:* 2022-2023

*Course:* CLAS 250 – Etymology and Philology

*Program learning goal(s) being assessed in this course:* Goal 6

*Direct assessment measures: Assignments, tests, quizzes, or other measures used to determine student progress toward or achievement of the learning goal(s):*

Goal 6: Two tests which gauged students' knowledge of Latin and Greek elements in English words.

*Indirect assessment measures:*

Reflective prompt.

*Breakdown of results based on the measures mentioned above (add/delete rows as needed):*

**\*Insert Learning Goal specific breakdown from Master Rubric into chart.**

6) Examine continuing influence of Classical world beyond antiquity.	Demonstrates an excellent understanding of Latin and Greek contributions to English.	Demonstrates a solid understanding of Latin and Greek contributions to English.	Demonstrates a basic understanding of Latin and Greek contributions to English.	Demonstrates insufficient understanding of Latin and Greek contributions to English.
Direct Assessment:	8	7	1	2

The indirect assessment asked students to respond to this prompt: *How do you feel that this course has changed your understanding or awareness of Latin and Greek's presence in English vocabulary?*

Two themes especially emerged from their responses:

- 1) Students expressed a greater and more specific appreciation of the degree to which Latin and Greek have influenced English than they had at the start of the course.
- 2) Students commented on the ways in which what they learned in the course has spread into other aspects of their lives through enhanced vocabulary, better abilities to approach unknown words, increased curiosity about words encountered in their daily lives, and sharper awareness about the words they use, read, and hear.

*Based on the overall assessment, what conclusions can be drawn? What changes can be made in the course, its assignments, and/or in the overall Classics curriculum to support student progress toward and achievement of these learning goals?*

I plan to give students samples of the test format earlier in the semester. I had explained the format relatively early on in the course so that students would know how to approach their homework and studying, but I think that a physical sheet with sample questions would be helpful and might cut down on the number of people who “learned the hard way” through the first test.

I also plan to reintroduce an assignment that asks students to etymologically analyze a 100-word stretch from a print source of their choice and reflect on patterns in words with Latin and Greek origins. We did a version of this assignment as a class with the first 100 words of the Declaration of Independence. In the past, the students’ individual 100-word analyses were a follow-up to this assignment; this time around, I offered it only as an extra-credit option. I think it is a useful assignment at the end of the course for reinforcing the work that Classical elements do in English, so I would like to rotate it back in.

*Other thoughts or comments:*

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**Classics Senior Survey about the Oral Component of the Capstone**  
*Questions used in Spring 2023*

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Describe what you did to prepare for the oral portion of the comprehensive. Please include an estimate of hours spent.

What were your favorite parts of preparing for, giving, and discussing the oral portion of your comprehensive? Why?

The overall learning goals for the Classics program are listed below. Which ones were especially at play in your particular topic and presentation? Explain the connections you see. Try to make at least 5 connections.

- 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

How did your topic as well as the process of preparing, giving, and discussing your presentation connect with or add to other things you specifically have done within the Classics major? Try to go beyond what you said in the previous question, and aim for at least 3 things.