

Program Assessment Meeting Report for the CLASSICS PROGRAM

Please fill out this report based on your program's conversation and return via e-mail to Megan Leonard or Sasha Pfau by March 31, 2017.

Summary of past decisions

Please summarize up to three programmatic changes made since the last HLC visit (08-09) the impetus for those changes and any changes to information gathering about student development.

1. The Classics major came online. This was made possible by the hiring of a second tenure-track Classics position.
2. Latin 210 and Greek 210 are now offered as distinct courses. Before the second tenure-track hire, all Latin and Greek courses after the 100-level sequence had to be taught "stacked," with 200-, 300-, and 400-level sections meeting together but having differently scaled assignments. The addition of a second faculty member has enabled us to create an intermediate 200-level course that better meets the needs of students as they transition from "textbook Latin" or "textbook Greek" to the real thing.
3. The Classics comprehensive now has preparation check-ins throughout the year. After two years of experience with the comprehensive exam for the Classics major (both seeing the students' performance as well as talking to them about their experience studying for the comp), we decided in 2013-2014 to create a series of 4 check-ins for the students' comprehensive preparation throughout the year. This allows the comp to be a richer learning experience for the students because they get regular feedback about what they should be focusing on and how.

And a change in information gathering about student development: We used to gather information about and assess different *courses* each year; now (as of 2013-2014) we collect information about and assess different *goals* each year. This change resulted from a suggestion made by the college's assessment committee.

Looking forward

Please summarize your program's focus for student development and your evaluation methods.

Each year we choose a different learning goal or set of related goal to assess and discuss. We identify courses in which those goals are particularly represented and make sure that we gather both graded assignments and student feedback related to them. Then we meet to discuss what we discovered in the collected data and share suggestions for enhancing student progress toward those goals. This year we had planned to assess Classics learning goal 7 (see chart below), but since this review counts as our annual assessment activity, we'll move that to next year (though we'll continue to collect relevant data this year as well).

Achieving departmental goals for students

Please explain how your departmental curriculum achieves your student learning goals, being sure to include the Capstone. Feel free to attach a curricular map or other supporting documents. Summarize the ways your department provides guidance in the effective use of research and information resources.

Learning Goals of the Classics Program

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

- 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.

	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
LATI 395	X	X	X		X	X	X	X	
GREE 390	X	X	X					X	X
LATI 410 (capstone)	X	X	X					X	X
GREE 410 (capstone)	X	X	X					X	X

	1	2	3	4	5	6	7	8	9
CLAS 200			X	X					
CLAS 250						X			
CLAS 285			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					

Guidance in the effective use of research and information resources:

- This happens especially in our 300-level Latin, Greek, and Classics courses, in which students complete discrete assignments requiring them to evaluate and synthesize primary and secondary resources. The assignments are tailored to help train students in effective information fluency practices.
- The practice students get in the 300-level courses culminates in their work for the capstone course Latin/Greek 410, in which students create a research portfolio containing the kinds of work undertaken by professional Classicists, including annotated bibliographies, lexical analyses, and interpretive essays incorporating primary and secondary resources. Students receive substantial feedback at every stage of the process in Latin/Greek 410 and revise their work in light of comments received.

Your department's role in achieving the college's shared goals for students

Please explain how your departmental learning goals contribute to the Vision for Student Learning Goals. Feel free to attach a map or other supporting documents.

Classics goal 1: C1, WP1, WP2, WP3, WP5, WP6

Classics goal 2: C1, I2, I3, I5, WP1, WP2, WP3, WP5, WP6

Classics goal 3: C1, I2-I7, MC1, MC2, WP1, WP2, WP3, WP5, WP6

Classics goal 4: C1, MC1, MC2, I1-I7, WP1, WP2, WP3, WP5, WP6

Classics goal 5: C1, MC1, MC2, I1-I8, WP1, WP2, WP3, WP5, WP6

Classics goal 6: C1, MC1, MC2, I1-I8, WP1, WP2, WP3, WP5, WP6

Classics goal 7: I2, I4, I6, WP1, WP2, WP3, WP5, WP6

Classics goal 8: I1-I7, WP1, WP2, WP3, WP5, WP6

Classics goal 9: I1-I8, WP1, WP2, WP3, WP5, WP6