

DEPARTMENT OF CLASSICS ASSESSMENT PLAN

UNDERGRADUATE PROGRAM

The department has three undergraduate liberal arts majors: Classics, Latin, and Classical Humanities; it also has a Certificate in Classical Studies.¹ For the language majors, high competency is achieved either in both classical languages (Latin and Greek) or in Latin alone. In Classical Humanities, basic competency is achieved in one or both classical languages, and general familiarity with the ancient world is achieved through a range of courses in translation within and outside the department.

Goals:

- Students in all majors will achieve
 - a basic competence in one or more ancient languages;
 - basic familiarity with the history of the classical world;
 - basic familiarity with the literature, art, and archaeology of the classical world; and
 - strong critical thinking and communication skills. These include the ability to formulate questions worth pursuing, to undertake research appropriate to answering those questions, and to understand and communicate the results of that research.

Students in each of the individual majors will have the following additional expectations:

- Students in the *Classics* major will achieve sufficient linguistic competency in Greek or Greek and Latin to pursue study in Classics or a related discipline at an advanced level;
- Students in the *Latin* major will achieve sufficient linguistic competency Latin to pursue study in Classics or a related discipline at an advanced level;
- Students in the *Classical Humanities* major will achieve a high level of knowledge about the literature and culture of the classical world.

Means and Methods:

The following assessment strategies are used to obtain information on students achievement of the goals listed above:

- Course sequences in the language programs are carefully articulated and monitored by a faculty committee. Student achievement of the desired language proficiency will be measured by:
 - Monitoring enrollments and student progress between course levels (including but not limited to addressing variation in normal attrition rates)
 - Monitoring overall student performance in the 300-level language courses

¹ School of Education certification is also offered in Classical Humanities, and the School of Education also offers a Bachelor of Science-Education in Latin. The requirements for these programs draw upon the same courses taught in the Liberal Arts Curriculum, and the evaluation of learning outcomes with respect to the “Classics content” of the L&S programs also evaluate the School of Education programs.

- Students' familiarity with the history, literature, art, and archaeology of the classical world will be periodically evaluated mainly via projects produced in Classics 591. These projects will also be examined to evaluate students' demonstration of critical thinking and communication skills.
 - **Proposed assessment strategy: the department will ask a small committee consisting of no fewer than 2 members of the faculty (and not including the instructor) to use a simple rating scale (e.g., "well below expectations, somewhat below expectations, about average, somewhat above expectations, well above expectations") to evaluate a randomly selected sample of student projects from CL 591 and/or another appropriate course, gathered over one or more years in the program. To the extent possible, raters will not be made aware of the names of the student authors and will be encouraged to consider these projects in light of the extent to which they reflect student attainment of overall program goals.**
- On graduation (and at other appropriate intervals as needed) students will be surveyed about their sense of how well they perform with respect to these learning goals; the survey may also ask students to evaluate overall program quality, ability to locate and register for courses, quality of instruction, quality of departmental advising, and to answer other appropriate questions.

Dissemination of results:

Twice a year the graduate adviser, the undergraduate adviser, the chair of the curriculum committee and the chair of the Undergraduate Latin committee report to the faculty on the effectiveness of our programs. Results may be used to revise courses, major curricula, communication with students, and other aspect of the programs as needed. The Department will, on request of the Dean, submit a periodic report on assessment activities summarizing assessment projects undertaken and changes made as a result of assessment.

GRADUATE PROGRAM

Goals:

- **The initial goals of the graduate program in classics are for students to develop familiarity with the ancient literatures and to acquire a firm background in the related fields of ancient history, art, and archaeology.**
- **The next stage of training is to apply these skills to the acquisition of specific knowledge and research experience in selected areas.**
- **In addition to course work, students are prepared for a professional career in academia by gaining valuable professional experience teaching sections of language and culture courses. They are also encouraged to give papers at national conferences; the Pillinger lecture series offers graduate students the opportunity to**

give papers to faculty and students beforehand.

- **Opportunities for graduate students are enhanced considerably by the wide range of expertise and contacts (at home and abroad) offered by the faculty. In addition to individual connections of various kinds, the department has formal affiliations with both the American Academy in Rome and the American School of Classical Studies in Athens and students are encouraged to study abroad in these programs in the summer.**

Means and Methods:

Within the graduate program the department distinguishes *four* major stages: incoming; M.A. degree; examinations preliminary to the PhD dissertation; PhD and beyond. Assessment of each of these stages involves,

1. Diagnostic examinations in both languages are administered to incoming graduate students to place students in the program and direct them to the appropriate classes.
2. Graduate student self-evaluations (via questionnaire) are completed each semester and filed with the graduate adviser to chart student progress.
3. Completion of graduate student proseminar within first two years to introduce students to the necessary research tools and resources in this interdisciplinary field.
4. Qualifying language exams set and graded by two faculty members and overseen by the graduate adviser.
5. Committee oversight of MA thesis and progress: three faculty members work with each student on the thesis and submit recommendation on student progress to the PhD.
6. Preliminary exams at the post-MA level are graded by two faculty members are used to evaluate the effectiveness of the graduate program in bringing students to that level of achievement.
7. Each graduate student prepares a prospectus for the dissertation which is submitted for review to a PhD committee of at least three faculty members.
8. Student placements and post-graduate employment are carefully monitored and used to periodically survey former students.

Dissemination of results:

Twice a year, the graduate adviser reports on the graduate program. Annually (at the end of the academic year) the graduate adviser provides a detailed assessment of each student's progress and reflects upon conclusions that might be drawn from overall student performance. From these discussions, the faculty, as a whole, considers appropriate revisions to the program. A discussion of assessment activities in the graduate program will be included in the department's periodic report to the Dean.

Updated CEN: Dec. 1 2005/Dec. 24 2005

Approved by department Jan. 19 2006

Comments EMK: Dec. 22 2005