

Assessment Plan

Last Updated: June 25, 2008

Organization, Program, or Project: Department of Greek and Roman Studies

Mission or Purpose:

- I. Goals for GRS within the broader context of the field
 - A. Contributing to the broader discipline of classics by engaging in scholarly activities that increase our knowledge of the ancient world, our ability to study the past through the use of modern scholarly tools and approaches, our understanding of how the cultures of the ancient Mediterranean both differ from and resemble ours, and our perspectives on how the contemporary world responds to the legacy of the ancient Greco-Roman world.
 - B. Being an active node in the network of local, regional, national, and international institutions, organizations, and initiatives committed to expanding our knowledge of the ancient world, generating interest in classical antiquity and its relationship to the contemporary world among the general public, and developing, supporting, and maintaining ways of communicating our knowledge of the ancient world to a wide variety of constituencies including the community of scholars in Memphis and at Rhodes.
- II. Goals for GRS within the academic community at Rhodes
 - A. Playing a vital role as an interdisciplinary program with ties to other academic fields represented at Rhodes that have drawn on the cultural accomplishments of the Greeks and Romans. This role will take the form of contributing to programs in the humanities such as the Search, Life, and European Studies, offering courses for the history department, and collaborating with colleagues in other academic departments such as art, philosophy, political science, religion, and theatre.
 - B. Participating in activities organized by administrative offices, student organizations, and faculty groups on campus and designed to enhance the academic and social aspects of the college community.
- III. Goals for all students in our courses

- A. In courses that do not require students to work with texts in ancient Greek or Latin, GRS seeks to help students develop a familiarity with ancient Mediterranean cultures, principally those of ancient Greece and Rome. In developing this familiarity, the design of the courses GRS offers will reflect four corollary objectives: (1) to help students draw parallels and identify contrasts between events and ideas in different historical and cultural contexts; (2) to help students understand how earlier cultures have influenced subsequent behaviors and ideas and contributed to the formation of contemporary Western culture; (3) to help students develop a sense of caution toward generalizations and categorical explanations; and (4) to situate the study of classical antiquity in a variety of contexts, courses, and approaches that will engage students with a broad range of academic interests, learning styles, and talents.
- B. In courses that focus on the acquisition of ancient Greek and Latin, GRS aims to help students acquire the languages so they can comprehend and use them in ways that are appropriate for their level of study as outlined in the departmental objectives for Latin and Greek 101, 102, 201, and advanced courses. For language instruction, the department has three additional objectives: (1) to help students develop a sensitivity to the ways language encodes cultural perspectives; (2) to help students gain an understanding of the connections between ancient Greek and Latin and modern English; (3) to situate the acquisition process in an enriched, contextualized environment that reflects the theoretical and pedagogical advances from the field of second language acquisition.
- C. Carefully and systematically informing students in all our courses about our objectives and how they relate to their overall educational experience at a college of the liberal arts.

IV. Goals specifically for majors and minors

- A. The department aims to encourage a clarity of thinking among the majors and minors in the program, which will enable them to (1) evaluate sources of information critically, (2) work with incomplete and fragmentary evidence, (3) synthesize information from a wide variety of sources, and (4) identify the assumptions upon which they and others base conclusions about the ancient world.
- B. The faculty will help students direct their study of the ancient world in ways that go beyond simply choosing courses, so their efforts in learning about ancient Greece and Rome will have a more direct relevance to their lives, academic ambitions, and interactions with others both on and off campus.
- C. The department will assist students in creating and sustaining opportunities for them to apply their knowledge of the ancient world in the service of those who would benefit from a better understanding of how the legacy of ancient Greece and Rome has shaped and continues to influence contemporary culture.

- D. GRS aims to help students benefit from as many resources and opportunities beyond Rhodes as possible, so they will experience a wide variety of perspectives on antiquity, learn to use different types and sources of information, and discriminate productively among them.

Vision	Foundations Curriculum	Outcome	Measurements and targets	Responsible Party	Date/Frequency of analysis
<p>“to involve our students in meaningful study, research and service” (by similarly involving ourselves in meaningful study, research, and service)</p>	<p>NA</p>	<p>Contributing to the broader discipline of classics by engaging in scholarly activities that increase our knowledge of the ancient world, our ability to study the past through the use of modern scholarly tools and approaches, our understanding of how the cultures of the ancient Mediterranean both differ from and resemble ours, and our perspectives on how the contemporary world responds to the legacy of the ancient Greco-Roman world.</p>	<p>1. Organizing a symposium for faculty members to present their research to majors and minors in the program (as well as the broader campus community). 2. Documenting the scholarly activities of the faculty in GRS both in the annual reports and in materials prepared for reviews.</p>	<p>1. The RSAP or work-study student for the department will collect information about the symposium in conjunction with the weekly departmental meetings. 2. The chair will collect information about the scholarly agenda of the faculty members as part of the annual review process for probationary and non-tenure-track faculty and the</p>	<p>1. Last assessment: June 2008 (annual departmental report) 1. Next assessment: June 2009 (annual departmental report) 2. Last assessment: a. January 2008 (annual evaluation for non-tenured and non-tenure-track faculty in the department) b. February 2008 (triennial review of tenured faculty members) c. June 2008 (annual departmental report) 2. Next</p>

				<p>annual reporting process for the department. 3. Tenured faculty will submit a record of their scholarly activity as part of the college's review process.</p>	<p>assessment: a. January 2009 (annual evaluation for non-tenured and non-tenure-track faculty in the department) b. June 2009 (annual departmental report) c. February 2014 (the next sexennial evaluation of the tenured faculty)</p>
<p>“to involve our students in meaningful study, research and service” (by similarly involving ourselves in meaningful study, research, and service)</p>	NA	<p>Being an active node in the network of local, regional, national, and international institutions, organizations, and initiatives committed to expanding our knowledge of the ancient world, generating interest in classical antiquity and its relationship to the contemporary world among the general public, and developing, supporting, and</p>	<p>1. Participating every year in Sunoikisis, an inter-institutional initiative sponsored by NITLE both in the planning seminars and the courses. 2. Participating in national and regional organizations such as the American Philological Association (APA), the national organization of Eta Sigma Phi, the Classical</p>	<p>1. The RSAP or work-study student for the department will collect information about the department's efforts in this area in the process of disseminating agendas and recording minutes of</p>	<p>1-2. Last assessment: a. January 2008 (annual evaluation for non-tenured and non-tenure-track faculty in the department) b. February 2008 (triennial review of tenured faculty members) c. June 2008 (annual departmental</p>

		maintaining ways of communicating our knowledge of the ancient world to a wide variety of constituencies including the community of scholars in Memphis and at Rhodes.	Association of the Middle West and South (CAMWS), the North Mississippi and Memphis chapter of the American Institute of Archaeology (AIA)	departmental meetings. 2. The chair will document work toward achieving these goals as part of the annual report and faculty evaluations.	report) 1-2. Next assessment: a. January 2009 (annual evaluation for non-tenured and non-tenure-track faculty in the department) b. June 2009 (annual departmental report) c. February 2014 (the next sexennial evaluation of the tenured faculty)
“to involve our students in meaningful study, research and service”	F1	Playing a vital role as an interdisciplinary program with ties to other academic fields represented at Rhodes that have drawn on the cultural accomplishments of the Greeks and Romans. This role will take the form of contributing to programs in the humanities such as the Search, Life, and	1. GRS is committed to offering sections of Humanities 101, 102 on an annual basis and sections of Humanities 201 as needed. At least every year, it also offers one course that can fulfill a requirement in the Life sequence. 2. GRS also collaborates with the Department of History	1. The course listings for Search and Life will reflect this commitment. Additionally, faculty members from GRS regularly participate in the Douglass Seminars. The annual report	1-4. Last assessment: a. Publication of the college catalogue for 2007-2008 academic year. b. June 2008 (annual departmental report) 1-4. Next assessment:

		<p>European Studies, offering courses for the history department, and collaborating with colleagues in other academic departments such as art, philosophy, political science, religion, and theatre.</p>	<p>to offer courses on the history of ancient Greek and Rome. These courses appear under the listings for history.</p> <p>3. Students can count a variety of courses offered in art, philosophy, political science, religion and theatre toward their requirements toward a major or minor in GRS.</p> <p>4. GRS provides an institutional home for two courses offered in European Studies and regularly consults with the directors of the program on matters concerning the curriculum and recruiting. On occasion, faculty members from GRS teach in the program.</p>	<p>for the department will document this participation.</p> <p>2. The course listings for the Department of History will reflect the contributions of GRS.</p> <p>3. The list of courses that fulfill various requirements for the major as they appear in the catalogue will document this aspect of the department.</p> <p>4. The course listings for European Studies in the catalogue as well as the agendas and minutes from the</p>	<p>a. Publication of the college catalogue for 2008-2009 academic year.</p> <p>b. June 2009 (annual departmental report)</p>
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				departmental meetings, as compiled by the RSAP or work-study student will provide documentation.	
“to engage these students in a challenging, inclusive and culturally-broadening college experience”	NA	Participating in activities organized by administrative offices, student organizations, and faculty groups on campus and designed to enhance the academic and social aspects of the college community.	<ol style="list-style-type: none"> 1. As part of the Memphis Connection, GRS organizes every fall a classroom experience and field trip, “The Heroa of Memphis.” 2. The department contributes to activities organized by admissions for recruiting incoming students. This includes recruiting students for the Spencer Scholarships. 3. Faculty members from GRS participate in the first-year advising program. At least one faculty member from the department serves as 	<ol style="list-style-type: none"> 1. The listing of “Memphis Connection” events will provide documentation of the department’s contribution as will the agendas and minutes from departmental meetings. The chair will also include a record of the department’s participation in the annual report. 2. The chair 	<p>1-2. Last assessment: June 2008 (annual departmental report); this year’s report does not include a complete record of these activities because we have only recently completed the current revisions to the assessment plan. We will include a more complete record in the next reporting cycle.</p> <p>1-2. Next assessment: June 2009 (annual departmental</p>

			<p>an advisor for each incoming class.</p> <p>4. Faculty members from GRS serve as advisors for student groups and athletic teams. GRS currently sponsors CA ESAR (“Classical and Hellenic Students at Rhodes”) and a chapter of Eta Sigma Phi. Depending on their interests and other commitments, faculty members from GRS may also advise other student groups.</p>	<p>includes information about recruiting activities in the annual report. Agendas and minutes of departmental meetings as compiled by the RSAP or work-study student will also provide additional documentation.</p> <p>3. The chair includes information about advising activities in the annual report. This information will also form part of the documentation for faculty review compiled by</p>	<p>report)</p> <p>3-4. Last assessment:</p> <p>a. June 2008 (annual departmental report)</p> <p>b. January 2008 (annual evaluation for non-tenured and non-tenure-track faculty in the department)</p> <p>c. February 2008 (triennial review of tenured faculty members)</p> <p>3-4. Next assessment:</p> <p>June 2008 (annual departmental report)</p> <p>b. January 2009 (annual evaluation for non-tenured and non-tenure-track faculty in the department)</p> <p>c. February 2014 (the next sexennial</p>
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				<p>the individual faculty members and chair of the department.</p> <p>4. The chair includes information about the role of the department in student organizations in the annual report. The report will also include one or more reports by the leaders of CA`ESAR and The chapter of Eta Sigma Phi.</p>	evaluation of the tenured faculty)
<p>“to involve our students in meaningful study, research and service”</p>	F1, F3, F4	<p>In courses that do not require students to work with texts in ancient Greek or Latin, GRS seeks to help students develop a familiarity with ancient Mediterranean cultures, principally those</p>	<p>1. With regard to the basic goal, GRS 245, 250, 255, 260, 305, 361; Humanities 101, 102, and 201; and History 205 will all contain subject matter that pertains ancient Greece</p>	<p>1-5. The syllabus for each course (which includes descriptions of course requirements,</p>	<p>1-5. Last assessment: A version of these objectives appeared in the annual report for 2006-2007. We have, however, reformulated them</p>

		<p>of ancient Greece and Rome. In developing this familiarity, the design of the courses GRS offers will reflect four corollary objectives: (1) to help students draw parallels and identify contrasts between events and ideas in different historical and cultural contexts; (2) to help students understand how earlier cultures have influenced subsequent behaviors and ideas and contributed to the formation of contemporary Western culture; (3) to help students develop a sense of caution toward generalizations and categorical explanations; and (4) to situate the study of classical antiquity in a variety of contexts, courses, and approaches that will engage students with a broad range of academic interests, learning styles,</p>	<p>or Rome. 2. These courses will all include elements designed to help students draw parallels and identify contrasts between events and ideas in different historical and cultural contexts. 3. These courses will all include elements designed to help students understand how earlier cultures have influenced subsequent behaviors and ideas and contributed to the formation of contemporary Western culture. 4. These courses will all include elements designed to help students develop a sense of caution toward generalizations and categorical explanations.</p>	<p>assigned readings, written assignments, expectations for performance in class, and the evaluation criteria), will document the elements necessary to achieve the outlined targets. The RSAP or student-worker will collect a syllabus from each course. The nature of these elements will be a topic of discussion at the department's annual retreat before classes begin in the fall. The</p>	<p>in the context of better articulating the needs of the specific constituencies the department serves. We have also added strategies for accomplishing these goals and documenting our work. 1-5. Next assessment: August 2008 (agenda and minutes from the departmental retreat, syllabi from the fall courses); January 2009 (syllabi from courses offered in the spring semester)</p>
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		and talents.	5. Courses offered by GRS currently appear in the curricula of three programs or departments: GRS, humanities, and history. The design of GRS 245, 250, 255, 260 also incorporates a flexible topical format.	agenda and minutes of that meeting, as compiled by the RSAP or student-worker will document the department's efforts to achieve these goals.	
“to involve our students in meaningful study, research and service”	F10, F4	In courses that focus on the acquisition of ancient Greek and Latin, GRS aims to help students acquire the languages so they can comprehend and use them in ways that are appropriate for their level of study as outlined in the departmental objectives for Latin and Greek 101, 102, 201, and advanced courses. For language instruction, the department has three additional objectives: (1) to help students develop a sensitivity to the ways language encodes cultural	1-2. The department has developed a set of objectives for each of the elementary, intermediate, and advanced language courses based on the curricula (i.e., the series of textbooks and readings) used by the department. Students will receive these objectives as part of the syllabi for the courses at the beginning of each semester. Furthermore, the evaluation methods (quizzes, written assignments,	1-2. The RSAP or student-worker will collect copies of the objectives each semester which will document the way the courses use the curricular materials to accomplish the overall objectives and the first two corollary goals. 3. Syllabi from	1-2. Last assessment: Although the department has developed objectives for each of the three elementary and intermediate courses, we have reformulated the departmental objectives as outlined in this section, so the department will need to undergo revisions before the

		<p>perspectives; (2) to help students gain an understanding of the connections between ancient Greek and Latin and modern English; (3) to situate the acquisition process in an enriched, contextualized environment that reflects the theoretical and pedagogical advances from the field of second language acquisition.</p>	<p>participation in class, and examinations) will measure whether the students' abilities meet the objectives for the classes. For students who have taken Latin before coming to Rhodes or who receive Latin instruction elsewhere after enrolling here, the department offers a placement examination, which we base on the final examinations offered in each of the elementary and intermediate courses. Their final grades in the classes will document their levels of success in acquiring the language within the context at Rhodes. By comparing their performance on the final examinations with the results of the placement exams, which the department archives, we can also measure the</p>	<p>the language courses along with the agendas and minutes from departmental meetings will provide documentation for the third corollary objective. Information about students who participate in an off-campus seminar or workshop on Latin conversation will appear in the annual report as will an update on additions to the library of teaching materials. Results from the placement</p>	<p>fall semester. We will also need to develop complementary objectives for Latin and Greek 265.</p> <p>1-2. Next assessment: August 2008 (agenda and minutes from the departmental retreat, syllabi from the fall courses; results from placement examination); January 2009 (syllabi from courses offered in the spring semester)</p> <p>3. Last assessment: These were among the objectives outlined in the annual report for the 2006-2007 academic year. We</p>
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			<p>progress they have made in the language while at Rhodes.</p> <p>3. The department will provide links to online resources that will complement the materials (both print and digital) used in the courses, ensure that students have opportunities to use ancient Greek or Latin in other courses offered by the department. The department will recruit at least one advanced student to attend a Latin immersion program during the summer and have that student serve as a tutorial assistant with the responsibility of organizing and assisting with the Mensa Latina. The department will systematically collect copies of textbooks currently available for teaching ancient Greek and Latin</p>	<p>examination will provide benchmarks for students entering or continuing at Rhodes after having received Latin instruction elsewhere.</p>	<p>have, however, combined them with others to form what we think is a more focused description of what we want to accomplish in our language courses and how we plan to do so. Consequently we have formulated a strategy for accomplishing these goals and documenting our efforts.</p> <p>3. Next assessment: August 2008 (agenda and minutes from the departmental retreat, syllabi from the fall courses; results from placement examination); January 2009</p>
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			for review, comparison, and consultation. It will also call upon faculty members to review the research published in selected monographs, collections, and journals and report at least once every academic year on research relevant to the teaching of ancient Greek and Latin.		(syllabi from courses offered in the spring semester); June 2009 (the annual departmental report)
“to involve our students in meaningful study, research and service”	F1, F3, F4, F10	Carefully and systematically informing students in all our courses about our objectives and how they relate to their overall educational experience at a college of the liberal arts.	The syllabus for each course offered by the department will include a list of the objectives for that course and how those objectives relate to the overall goals of the department and institution.	The RSAP or student-worker will collect syllabi at the beginning of each semester.	Last assessment: These are newly formulated objectives. Next assessment: August 2008 (syllabi from the fall courses become available); January 2009 (syllabi from courses offered in the spring semester become available)
“to involve our students in meaningful study, research and	F1, F3, F4, F10	The department aims to encourage a clarity of thinking among the majors and minors in the program, which will	Although all of the courses offered by the department will address these goals to some extent, GRS 275:	The syllabi for GRS 275 and 475 will document the element	Last assessment: We have slightly revised these objectives and situated them

service”		enable them to (1) evaluate sources of information critically, (2) work with incomplete and fragmentary evidence, (3) synthesize information from a wide variety of sources, and (4) identify the assumptions upon which they and others base conclusions about the ancient world.	Introduction to Classics Studies, the gateway course for majors and minors in the program, and GRS 475: Senior Seminar, the capstone course, will feature elements specifically designed to meet this objective.	designed to meeting the objectives. Further documentation will come from a report on the success of the seniors (e.g., a title of their papers and information about the venue) as part of the chair’s annual report.	among those related or our majors and minors, adding proposed measures and means of documenting our work. Next assessment: August 2008 (syllabus from GRS 475 become available); January 2009 (syllabus from GRS 275 will become available); June 2009 (annual departmental report)
“to engage these students in a challenging, inclusive and culturally-broadening college experience” and “to involve our students in	All	The faculty will help students direct their study of the ancient world in ways that go beyond simply choosing courses, so their efforts in learning about ancient Greece and Rome will have a more direct relevance to their lives, academic ambitions, and interactions with others	The department accomplishes this goal primarily through advising, mentoring, and working with students as they develop their senior projects, so they can reflect both the students interests, previous work in the field, and future plans.	The annual report will document who serves as the advisor for incoming students, who have expressed an interest in majoring or minoring in GRS. It will	Last assessment: This objective appeared among those outlined in our annual report for the 2006-2007 academic year. For this year, however, we have provided a more specific context. Our reports over the last

<p>meaningful study, research and service”</p>		<p>both on and off campus.</p>		<p>also indicate who is serving as the advisor for majors and minors. The students’ academic records as well as the titles of their senior presentations, as provided in the annual report, will provide documentation concerning the department’s goal of encouraging students to integrate their academic interests and background as part of their senior project and in their selection of courses.</p>	<p>several years have included information about graduating seniors, including the public presentations of results from their senior projects, and their plans for the future. We have also included information about first-year advising in the report for the first time this year. Next assessment: June 2009 (annual departmental report)</p>
<p>“to engage</p>	<p>F11</p>	<p>The department will assist</p>	<p>GRS will accomplish</p>	<p>The annual</p>	<p>Last assessment:</p>

<p>these students in a challenging, inclusive and culturally-broadening college experience” and “to involve our students in meaningful study, research and service”</p>		<p>students in creating and sustaining opportunities for them to apply their knowledge of the ancient world in the service of those who would benefit from a better understanding of how the legacy of ancient Greece and Rome has shaped and continues to influence contemporary culture.</p>	<p>this goal largely through outreach efforts both on- and off-campus. On campus, the department sponsors CA`ESAR (“Classical and Hellenic Students at Rhodes”) and off-campus the Rhodes chapter of Eta Sigma Phi sponsors a program at Bruce Elementary.</p>	<p>departmental report will include sections on the activities of CA`ESAR and Eta Sigma Phi. The agendas and minutes of the weekly departmental meetings, as compiled by the RSAP or work-study student will provide further documentation.</p>	<p>June 2008 (annual departmental report); this year’s report does not contain a full record of the department’s efforts with regard to this objective. We are, however, in the process of working with these student organizations on ways of keeping better record of their activities. Next assessment: June 2009 (annual departmental report)</p>
<p>“to engage these students in a challenging, inclusive and culturally-broadening college experience” and “to involve our</p>	<p>F11</p>	<p>GRS aims to help students benefit from as many resources and opportunities beyond Rhodes as possible, so they will experience a wide variety of perspectives on antiquity, learn to use different types and sources of information, and</p>	<p>The department participates in consortia, organizations, and initiatives that enable students to interact with faculty members and students from other institutions, provide opportunities for study abroad and travel-study, and offer possibilities</p>	<p>A record of students who participate in these programs will appear in the department’s annual report. Furthermore, the department organizes a</p>	<p>Last assessment: June 2008 (annual departmental report) Next assessment: June 2009 (annual departmental report)</p>

<p>students in meaningful study, research and service”</p>		<p>discriminate productively among them.</p>	<p>for internships and other forms of engagement with the discipline.</p>	<p>meeting every fall to promote travel-study, study abroad programs and internships as well as give students a chance to share their experiences with other majors and minors in our program and the larger campus community. The program of this meeting will also appear in the department’s annual report. The agenda and minutes of departmental meetings will also document activities related to this</p>	
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				event as well as interactions with the directors of European Studies.	
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Assessment Activity Tracking

Update: June 25, 2008

Outcome: As noted in the department's annual report for the 2006-2007 academic year, GRS has engaged in a process of revising departmental goals to align our objectives with the aims of liberal education as formulated by the Association of American Colleges and Universities through their "Liberal Education and America's Promise" (LEAP) initiative as well as the goals of the college as outlined in the "Rhodes Vision." Furthermore, GRS has participated in two national initiatives that are studying the nature of classics as a major field of study for undergraduates. These revisions have led to a new taxonomy based on the constituencies we serve, a series of new activities and programs designed to help the department achieve these new goals, collect information about our work as a department, and assess our success.

Measurement Values: We continue to rely heavily on information we collect for the annual report and performance reviews of the faculty. The process of revising the departmental objectives has underscored some additional categories of information we need to collect (on advising, for example). For the past few years we have held weekly departmental meetings. We are finding that the agendas and minutes from these meetings can serve as a valuable source of information to assess the activities of the department.

Analysis: The process of developing a sound assessment plan is not finished. We still need to formulate, for example, a better strategy for evaluating the quality of courses, analyzing data we collect through the process of identifying Spencer Scholars, and collecting and interpreting enrollment data. We will also discuss ideas relating to external measures, for example, whether we can effectively use information we gather concerning the success of our graduates in competing for postgraduate fellowships, jobs, and acceptance into graduate programs.

Recommendations: From last year to the present, we have identified several needs and formulated specific plans for addressing them as a department. As noted above, they include the need to refine the objectives for our language courses (for example, to incorporate cultural information), to develop new and better ways of communicating and working with our majors and minors (for example, through developing regularly scheduled symposia), and to deploy the personnel, including our RSAP and work-study students, more productively and efficiently (for example, having the RSAP and work-study students play a more central role in collecting the information we need for assessment).

Description and date(s) of action taken: We have made some specific changes to our reporting for this year. For example, we have included a report from Allie Marbry on the activities of the students in Eta Sigma Phi. With regard to assessment, the most significant

actions have related to the national studies on undergraduate majors in classics, in which Rhodes has played a role, and the process of revising our departmental objectives. As a consequence of this process, we have decided to allocate some of the remaining funds in the GRS budget to purchase textbooks to augment our collection of teaching materials as described in objective III.B.3.

Revised Outcome: As noted above, we have revised a number of objectives over the course of the last academic year, in particular and formulated strategies for documenting our success in meeting them.