Classical Studies (CLST) Annual Academic Assessment Report – 2024-2025

Program Personnel:
Chair of Classical Studies: David Fredrick, Associate Professor
Additional Tenured and Tenure-Track Faculty: 0
Teaching Assistant Professor: 0
Lecturer: Nicole Clowney
Instructor: Rachel Murray
Teaching Assistant: Michael Hall (PhD candidate in CLCS)

CLST Program Assessment Plan

Like many modern language and classics programs nationally, the Classical Studies program (CLST) in the department of World Languages, Literatures, and Cultures (WLLC) faces the challenge of a changing institutional context and decreasing student numbers, though the numbers are not low across the board. Enrollments in culture-focused courses (CLST 10003, CLST 10103, and CLST 23203) are robust, between 50-120 per class, giving CLST a healthy SSCH average per faculty member overall. However, major and minor numbers and enrollments in our languages classes tell a different story. With the elimination of the Fulbright College language requirement and the subsequent reduction or deletion of program-specific language requirements in College departments, these numbers have declined steadily. Our program must evolve to address this reality, making assessment an especially important process for CLST. Equally important are revisions to our courses and their catalog descriptions to reflect our revised concentrations, which will become active with the start of AY 2025-26. Recognizing that the language requirements that once supported enrollments in ancient Greek and Latin no longer exist, the roadmap forward for growing and sustaining CLST is informed by five interrelated principles:

- Teaching approaches to Greek and Latin must look beyond abstract grammar and traditional textbooks, which often unfold from an elite perspective that is implicitly exclusionary, to the use of these languages in their multicultural, multiethnic, lived context
- Material culture is as important as text for teaching the ancient Mediterranean—both are essential, and should complement each other
- Digital humanities, video games, interactive experiences, and AI will be essential to teaching languages and culture in the 21st century, and movement in this direction has already begun
- Hands-on, creative engagement with digital technologies greatly increases the competitiveness and career readiness of our students
- Enthusiastic, positive, face-to-face faculty engagement with students remains critical to our identity and our success as a program

As we reinvent our program in this direction, our assessment measures (direct and indirect) are critical to understanding what works for building enrollment and student success, and what does not.

Program Description

Under the 1-major umbrella of WLLC (active July 2025), the CLST program offers two concentrations, a concentration in the languages (Greek and/or Latin), and a concentration in ancient Mediterranean cultures, digital humanities, and game design. Both concentrations are interdisciplinary, including courses in Latin and/or ancient Greek, literature, art, archaeology, architecture, history, philosophy, digital humanities and associated technologies, and game design. The Language concentration foregrounds Greek and/or Latin coursework, while the Culture/Digital Humanities/Game Design concentration foregrounds ancient Mediterranean cultures (especially archaeology and art history), digital humanities, and game design. In addition, the CLST program offers a minor, and a departmental honors program. The reorganization of the CLST major into two concentrations was initiated in Fall 2022 and finalized in Fall 2024, together with the addition of several new culture courses in translation (CLST 20103 Ancient Sport; CLST 30103 Sex and Gender in Ancient Greece and Rome; CLST 30203 Ancient Greek and Roman Theater; CLST 30303 Non-Binary Rome), and the development of WLLC 30603 Introduction to Digital Humanities, WLLC 30703 Special Topics in Digital Humanities, WLLC 30303 Introduction to Game Design 1, and WLLC 30403 Introduction to Game Design 2. These 4 classes are essential for the CLST Cultures-DH-Game Design concentration. The two concentrations were significantly revised for inclusion in the single departmental major for WLLC, which will become active in Fall 2025. To integrate our intermediate and advanced language classes with our culture learning goals, in Spring 2023 CLST began to cross-list GREK and LATN courses with CLST and ENGL courses, broadening their appeal to a diverse range of students.

Program Goals:
WLLC majors in the CLST concentrations, and CLST minors, will:
1. Receive a broad knowledge of ancient Mediterranean cultures and their archaeology, architecture, art, everyday lives, and literatures.
2. Receive an introduction to the critical theory and interdisciplinary methods used to study ancient Mediterranean cultures.
3. Critically engage with the diversity of the Ancient Mediterranean World through issues of gender/sexuality, race/ethnicity, and status/power structure, building the global cultural competencies necessary for democratic citizenship and career success in the contemporary world.
4. Develop research, composition, and multimodal communication skills and critical thinking/problem solving.
5. If in the Culture-Digital Humanities-Game Design concentration, students will gain hands-on experience with digital humanities research, game design, and interactive technologies integrated with goals 1-4.
6. If in the Ancient Languages concentration, students will gain advanced proficiency in Latin and/or ancient Greek, integrated with goals 1-4.

Student Learning Outcomes:
1. **Cultural Studies:** Our students graduate with a basic knowledge of the cultures of the Ancient Mediterranean World (esp. Greece and Rome), including visual and material culture, lived experience, and literature. All CLST majors must take Introduction to Classical Studies: Greece (CLST 10003), and Introduction to Classical Studies: Rome (CLST 10103). Both courses introduce students to the fundamental concepts and

structures of the discipline, as well as requiring students to analyze critically primary texts, architecture, and artifacts from diverse historical, intellectual, and cultural contexts to draw meaningful intercultural connections. National normative tests are not available, and are by nature anathema to critical, comparative, creative thinking in the humanities. Our program is fundamentally interdisciplinary, and all CLST students must take a selection of courses from ancient history, art, architecture, archaeology, digital humanities, Greek and Roman myth, game design and global storytelling, or philosophy, in addition to the required ancient languages.

2. **Language:** In the Languages concentration, our students graduate with advanced reading ability in Latin and/or Ancient Greek. National normative tests are not available for college level Latin and Greek. Our course finals require students to translate from Latin and Greek into English, and to demonstrate mastery of the language's syntax and grammatical concepts. Looking ahead, this will be integrated with approaches that stress the use of ancient Greek and Latin at different social registers, as languages of everyday as well as literary communication—and even most literary texts were meant to be read aloud, across a range of social and performative contexts. In the Culture-DH-Game Design concentration, our students graduate with critical understanding of Greek and Roman literature, and often basic to intermediate reading ability in Greek and/or Latin.

3. **Critical Thinking and Communicating:** Every CLST major must successfully complete a senior-level honors colloquium (CLST 40003/H) that requires in-class presentations and an analytical research paper or digital project. Thus, they gain both general knowledge of the field, and at least one in-depth study of a particular topic related to the field. All honors students write and defend an honors thesis.

4. **Study Abroad:** A good number of our CLST majors and minors enrich their studies through experiential, international learning opportunities in the Mediterranean. Our encouragement in this area has led to around 50% of our students studying or excavating abroad. Before COVID-19, CLST faculty led regular bi-annual 5-week study abroad programs in Greece and Italy as well as intersession programs in Pompeii and Sicily. On average, Classical Studies majors have made up between 40-66% of the study abroad group, which usually averages between 15-20 students. Students on these trips produce research papers and present on-site archaeological and historical reports.

5. **Digital Initiatives:** From 2007-2021, many CLST majors and minors gained digital skills through work with the Digital Pompeii Project and Tesseract Center for Immersive Environments & Game Design. Tesseract has been superseded by the World Languages and Digital Humanities Studio (WLDHS) and the Digital Humanities Collective (DHC), which offer courses in Digital Humanities and Game Design that contribute to the CLST Cultural concentration. The critical and creative approaches learned in these courses, as well as software skills (Unity3d, Blender, Metashape, podcasting), contribute directly to the acceptance of our CLST students into competitive graduate programs. They also make our students significantly more competitive for private industry jobs: from a student perspective, digital skills are neither trendy nor optional, and particularly valuable to employers when combined with the cross-cultural perspectives and critical thinking approaches found in the humanities.

The cumulative impact of these Student Learning Outcomes (SLOs) is reflected in the graduate programs that have accepted our students, e.g. Harvard, Yale, University of Cincinnati,

Columbia, University of Michigan, University of North Carolina, the University of Texas-Austin, and Florida State University. It is also reflected in the success of our students in industry careers, e.g. in tech and game development (Amazon, Armature Studios, Google, Microsoft, Retro-Nintendo Studios, Unity3d), and in architecture, law, medicine, and teaching.

Assessment Results 2024-2025: Direct Measures
Like many humanities disciplines, classical studies does not rely on national, standardized tests to assess key learning outcomes. However, we do have clear and compelling evidence that students are learning. This evidence is presented here in three categories: General Education Learning Outcomes (GELOs), pre- and post- tests, High-Impact Practice (HIP) projects assessed using a rubric, and honors theses assessed using the rubric provided by the Honors College and the Fulbright College Honors Program.

CLST GELO Data – AY 2024-2025:

GELOs and Corresponding CLST Student Learning Outcomes (SLOs)

GELO1.2: Upon reaching this goal, students will be able to communicate with a variety of audiences not only in writing but also by speaking and using a range of electronic and digital modes. *Corresponds to CLST SLOs: 3 and 5*

GELO3.2: Upon reaching this goal, students will be able to articulate a minimum of three vital concepts of aesthetic, humane, and ethical sensibilities embodied in the humanities. *Corresponds to CLST SLOs: 1, 2, and 4*

GELO4.1: Upon reaching this goal, students will have developed knowledge and abilities to interact appropriately within intercultural contexts and engaging with complex global systems and issues. *Corresponds to CLST SLOs: 1, 2, and 4*

GELO4.2: Upon reaching this goal, students will have developed familiarity with concepts of diversity in the United States. Corresponding CLST SLOs: 1, 2, and 4

GELO5.1: Upon reaching this goal, students will be able to demonstrate essential principles of critical thinking and ethical reasoning and apply them to the evaluation and construction of rational and moral arguments. *Corresponds to CLST SLO: 1, 3, and 5*

GELO6.1: Upon reaching this goal, students will be able to reflect upon and explain how they use the skills and abilities embodied in Goals 1 through 5 in completing an integrative project in their major during their junior or senior year. *Corresponds to CLST SLO: 1-5*

Course	GELO Averages					
	GELO1.2	GELO3.2	GELO4.1	GELO4.2	GELO5.1	GELO6.1
FALL 2023						
CLST1003/1003H Intro CLST Greece	n/a	2.72	2.7	n/a	2.77	n/a
CLST1013 Intro to CLST Rome (Online)	n/a	3.1	2.2	n/a	2.2	n/a
LATN2003 Petronius	n/a	3.1	3.6	n/a	n/a	n/a
SPRING 2024						

CLST 3023/H/LATN 4033/GREK4043 Greek & Roman Theatre	3.33	3.2	n/a	2.0	n/a	n/a
CLST4003H Rome v America	3.6	n/a	n/a	n/a	n/a	3.8
CLST 4423/ARHS 4423/H Rome Art & Archaeology	3.6	n/a	n/a	n/a	n/a	n/a
Totals:	10.53	12.12	8.5	2	4.97	3.8
Section GELO Averages	3.51	3.03	2.83	2	2.49	3.8

Capstone and HIPs Projects

- In CLST30003/LATN20103 Catullus and Interactive Fiction, students created an interactive fictional narrative based on the poems of Catullus, using the software Twine (Fredrick, Murray, Hall)
- In CLST30003/GREK40703 Ancient Greek Novel, students created annotated map-based analyses of the novels using ArcGIS Storymaps, as well as their own (short) interactive fiction pieces, based on the novels, using Twine. (Levine, Murray)
- In CLST30003/LATN47403 Immersive Illuminated Manuscripts, students created a game design document adapted from the game Pentiment (Peabody for public humanities 2023) for a teaching game based on the Book of Kells. Students composed their own fictional Saint's Life in Latin and then created an illuminated manuscript (using goose quills, oak-gall ink, goat skin) for the Life. (Fredrick, Hall)
- In CLST400H3 Sex & Gender in Ancient Rome, students made extensive use of ArcGIS Storymaps to analyze and visualize the journeys of enslaved humans from the edges of the Roman empire to Pompeii, and the distribution of art and graffiti in Pompeii as a reflection of Roman identities. Students used Figma to diagram and analyze Roman house and garden plans, and for the analysis of Apuleius' novel, *Golden Ass*. (Fredrick)
- In WLLC30403 Intro to Game Design 2, students used Unity, Blender, and Photoshop to create their own games based on Lucian's ancient Greek text, *A True Story*. They presented their games at OZPLAY, a regional games showcase organized by Ozark Game Developers (April, 2025, roughly 200 attendees) (Fredrick, Hall)
- Senior Capstone group in Computer Science worked with Fredrick to port the existing PPMx application (Pompei pitture e mosaici explorer) from a locally stored application with a Unity frontend to Microsoft Azure AI, with updated AI approaches for caption and image searching, hosted through the web using Vercel (article in UARK News, Nov 11, "Cracking the Code of Pompeii with Artificial Intelligence").

Pre- and Post- Test Data

CLST2323: Greek and Roman Mythology (Summer 2024)
Pre Test Median: 8/25 32%
Post Test Median: 22.5/25 90%
Change: +58 percentage points

NOTE: Pre- and Post- Tests for CLST large lecture courses are under revision as we revise the courses themselves during this period of faculty transition.

Assessment Results 2024-2025: Indirect Measures

Course Grades

Course	Course Grades						Total
	A	B	C	D	F	W	
SUMMER 2024							
CLST23203 Greek and Roman Mythology	9	12	8	2	3	3	37
FALL 2024							
CLST10003/10003H Intro CLST Greece	21	9	7	1	0	2	40
CLST30003/H Pentiment – Book of Kells	7	0	0	0	0	1	7
LATN47503 Pentiment – Book of Kells	4	0	0	0	0	0	4
LATN57503 Pentiment – Book of Kells	1	0	0	0	0	0	1
CLST30003/H Greek and Roman Law	10	8	0	0	1	0	19
CLST30003/H Ancient Greek Novel	4	3	2	0	0	0	9
GREK40703 Ancient Greek Novel	3	2	0	0	0	0	5
CLST44103/H/ARHS44103/H Greek Art & Archaeology	14	11	3	0	2	2	32
GREK10103 Elementary Greek 1	14	0	0	0	0	5	19
LATN10103 001 Elementary Latin 1	8	6	1	0	0	5	20
LATN10103 002 Elementary Latin 1	6	2	2	2	2	2	16
LATN20103 Petronius	16	2	0	0	0	0	18
WLLC 39203H/3980V Intro to Game Design 1	8	4	2	0	2	0	16
SPRING 2025							
CLST10103 Classical Studies Rome	27	34	13	2	0	3	79
CLST23203 Greek and Roman Mythology	19	7	6	1	2	0	35
CLST30003/H Catullus and Interactive Fiction	6	1	0	0	0	0	7
LATN20203 Catullus and Interactive Fiction	6	1	0	0	0	0	7
CLST30003/H Greek Drama	14	2	1	0	0	0	17
GREK40403 Greek Drama	3	0	0	0	0	0	3
CLST40003/H Sex&Gender in Ancient Rome	10	2	0	1	0	1	14
GREK10103 Elementary Greek 2	11	0	0	0	0	0	11
LATN10103 001 Elementary Latin 2	8	3	1	0	0	1	13
WLLC3923H/398V Intro to Game Design 2	8	0	0	1	0	0	9
Totals	237	109	46	10	12	25	414
SSCH per faculty member							103.5
Section GPA							3.32

Study Abroad
- Classics in Greece (Levine and Paulson) led 18 students on a 4-week program of study in mainland Greece, the Peloponnese, and Crete in summer, 2025

Grants and Awards
The CLST program received two major endowments associated with the retirement of Prof. Daniel Levine after 45 years of service to the University of Arkansas.
- The Daniel Blank Levine Endowment for Classical Studies
    - Initial endowment fund: $25,000 (provided by Daniel Levine)
- The Daniel Blank Levine Endowment for Classical Studies – Study Abroad
    - Initial endowment fund: $25,000 (provided by Charles Muntz)

In addition, the Honors College received a major endowment ($25,000) from CLST alum Rachel Fiori to establish the Daniel Levine Endowed Faculty Excellence Fund.

CLST Graduates AY 2024-2025
Three CLST majors and six CLST minors graduated in AY 2024-2025.

Majors:
Hadley Adkison
Jordan Christopher
William Merrick

Minors:
Brianna Boelkins
Rafael Coad
Raynor Littleton
Alannah Sampson
Ella Scurlock
Samuel Wilson

Discussion and Use of Results
With a challenging interdisciplinary curriculum that includes ancient Greek and Roman art, architecture, archaeology, cultural theory, digital humanities, economics, gender studies, Greek, Latin, mythology, philosophy, and more, our cumulative section GPA of 3.32 is a strong, if indirect, measure of student learning. This is confirmed by our GELO scores, while the range of HIPs projects in the CLST curriculum that include cutting-edge digital skills is diverse, creative, and timely. Retention rates from the first through fourth semesters of the languages are moving in a positive direction. Good retention combined with cross-listing courses to mix Greek and Latin language students with CLST and English students in intermediate and upper-level author/genre courses has moved enrollment from 4-6 (or less) in these classes to 10-25, which is a promising indicator for our program. An interdisciplinary, immersive, interactive teaching emphasis is essential for CLST as we reorient our program for the 21st century. Assessment results will continue to provide critical feedback data as we move forward with this strategic direction for WLLC and the College.