2015-2016 Annual Report

Department of Classics

School of Languages, Cultures, and World Affairs

College of Charleston

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Professor/Chair
Classics
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I. Executive Summary

The Classics Department at the College of Charleston is old and young. Classics was one of the founding disciplines for the College of Charleston, and therefore its curriculum and achievements stand as core components of the College’s history and success. Classics at the College is also young, since it was not constituted as an independent academic unit until 2006. Since that time the Department has grown into a multicultural and interdisciplinary program combining tradition with innovation. Nationally, many undergraduate programs in Classics struggle to cover basic curriculum, maintain enrollments, and survive funding cuts. It is a pleasure to report that this is not the case at the College of Charleston, where Classics remains vibrant. Today Classics counts the following among its regional and national distinctives, as evidence of the strength Classics enjoys at the College.

**Curricular Interdependency:** Classics here is not on the periphery. It is a cohesive agent within the College’s overall curriculum through connections to varied schools and departments, encompassing the humanities and sciences (History; Art History; Women and Gender Studies; Film Studies; Public Health; Urban Studies and City Planning; Archaeology; Geology; Biology; Computer Science). Most of these disciplines count Classics courses within their majors or their students are working on the *Artium Baccalaureatus* degree. Classics considers its role to the wider College community central to its mission. For example, this year Classics continued its contributions to the First-Year Experience. Its faculty regularly teaches 3-4 FYE courses per academic year: 1-2 Learning Communities and 2 First-Year Seminars. Classics is viewed as a model program in terms of integrating language and culture courses within the freshman experience.

**A.B. Degree:** The *Artium Baccalaureatus* is the oldest and most distinguished degree granted nationally and it is the most widely recognized international degree. It is often restricted to Classics majors. Although it is the oldest degree at the College, since 1990 it has been open here to any major who earns 24 credit hours in classics (18 hours of either Latin or Greek, and 6 hours of classical culture). Currently there are 112 A.B. students ranging in majors from Biology to Theater. Over the past three years, Computer Science has been one of the leaders in producing A.B. graduates. The A.B. degree requires six more hours than a minor in Classics, and therefore keeps the number of minors in Classics artificially lower than if the A.B. were not offered. If A.B. degrees (a minor on steroids) are counted with Classics’ other minors (CLAS; GREK; LATN), together a total of 126 students, Classics is one of the top ranking programs on campus in the production of a minor.

**Flagship Classics Department in South Carolina:** Size, youth, and balance matter. Because of the above interconnections between Classics and the College community, we have a substantial number of majors, strong enrollments in courses, and a large enough faculty (8.5 faculty members) to handle diverse student interests. Again this is hardly the case nationally. USC-Columbia does not have a stand-alone Classics Department but only three classicists as part of the Department of Languages, Literatures, and Cultures. Clemson has no classicist. The peer
group of thirteen institutions, the College of Charleston claims, further illustrates the situation
(Appalachian State University; Bowling Green State University; James Madison University;
Montana State University-Bozeman; University of Maine; University of Missouri-St Louis;
University of New Hampshire; UNC-Charlotte; UNC-Greensboro; UNC- Wilmington;
University of Northern Iowa). 5 have no faculty in Classics and another 5 maintain only 1-2
faculty members in Classics. Out of the latter 5, 4 out of the 5 offer only a minor in Classics.
Only two institutions among the peer group have a faculty with a comparable range in
teaching/research interests (UNC-Greensboro; University of New Hampshire) and only 1
matches the diversity of Classics at the College of Charleston by including archaeology in its
curriculum (UNC-Greensboro). Our closest and most consistent peers are private liberal arts
colleges and universities, concentrating on undergraduate education, which maintain a roster
faculty on average of 5 - 9 members and offer a major in Classics, consisting of multiple tracks.
These include Baylor University, Bowdoin College, Dartmouth, Davidson, Miami University of
Ohio, Oberlin College, Union College, and the College of William and Mary. Needless to say,
the expense of a private education limits access. It is of great value that Classics in South
Carolina has a public forum, the College of Charleston.

The challenge for any Classics program is to cover in a balanced fashion not one but two
languages and cultures (Greek and Roman) over more than two millennia. Although we do have
gaps, most notably in Greek epic, classical drama, and Latin pedagogy, progress continues. We
have in the department a Roman archaeologist, Greek archaeologist, Roman historian, and Greek
historian -- in addition to faculty with a range of literary and cultural interests. This year Dr.
Kristen Gentile resigned, and we were able to replace the position with Dr. Samuel Flores
(Ph.D., Ohio State University), whose primary interest is Greek philosophy. As a result, the
teaching and research interests of our faculty can cover not only most of classical literature but
Roman and Greek history (contributing courses to the Department of History), as well as a Greek
and Roman archaeology.

We are not a “greying” Classics Department. The average age of our faculty is 37 years
old, ranging from assistant to full professor. This year Dr. James Newhard and Dr. Noelle
Zeiner-Carmichael successfully stood for promotion to professor, bringing the count of faculty in
rank to three professors and four assistant professors. One of the assistant professors will stand
for tenure and promotion to associate professor next year. This balance predicts a promising
future.

Efficient and Consistent Productivity: Comparatively Classics at Charleston is not
small, nor does it act like it. In 2015-2016 Classics enrolled the highest number of students in its
history (1,315), while language and humanities courses as a whole are contracting (statistics
drawn from Cognos the day after the first drop date of each semester and inclusive of FYE,
courses for History and WGS). This translates into 27.4 students per course. This is ahead of
every other unit in LCWA except for LACS, and is well above the average for LCWA (16.9
[Fall 15]). This average for Classics is above Communications (21.8 [Fall 15]), Computer
Science (22.6 [Fall 15]), and Chemistry (22.1 [Fall 15]), and is on par with History (28.1 [Fall
Classics had an average SCH production per roster faculty of 203.7 [Fall 15] / 201.3 [Spring 16]. Based on available data, again this above every unit in LCWA but International Studies (214.8 [Spring 15]) and well above the average for the LCWA (163.2 [Fall 14 / 161.10 [Spring 15]). It is more indicative of the average for HSS and SSM. Classics has taught in the range of 1,040-1,315 students per year over the past 7 years (2009/10-2015/16), an average total enrollment over the past five years of 1,187. This is a strong and consistent enrollment pattern.

Major and minor programs continue to flourish. In spring 2016, 46 students were working on majors in Classics (A.B.; B.A.; EDCL); 14 on minors; 112 on the A.B. degree. The Archaeology program had an additional 35 majors. Classics is a critical partner for Archaeology, giving that program necessary financial support from the Classics budget every year.

Classics graduated 11 majors (2015-2016). Classics graduates go on to pursue advanced study in Classics and related disciplines, earning admission to top universities. This year’s class will join the ranks of past graduates currently studying at North Carolina Chapel Hill, Brown, Duke University, Indiana University, University of Georgia, University of Kentucky, and the University of Florida. There are now 13 local high school Latin programs in the immediate Charleston area, and six of these are graduates from Classics at the College of Charleston.

**Interactive Facilities and Ancient Glass Laboratory:** Over the past year facilities have been restructured and renovated to provide space for faculty-student research within the Department. RAND 301 B serves as a classroom/seminar room with open study space for students, and is equipped with AV and conferencing capability. RAND 308 D includes an advanced research/writing lab for faculty-student collaboration. It contains all the major texts in Greek and Latin, as well as computers with a searchable database of all Greek and Latin literature. Classics maintains one of the few ancient glass labs in the country, the only such lab for an undergraduate program. We also maintain inside the Department a cast museum, which has a full-scale replica frieze from the Parthenon. These spaces are essential for building a genuine academic community among our students.

**Extramural Support:** Classics enjoys endowed support from generous friends: Robert H. Duryea, Jr. Memorial Scholarship Fund; Theodore B. Guérard Fund (Elizabeth Wright and family); Johnson-Vest Scholarship Fund (Lucia Johnson and Edward Vest); The Mouzon Scholarship Fund (Margaret Eigner; Catherine Sadler); also Mitch Cordes; Allen and Barbara Jackson. The endowment for Classics stands at $304,327 with a projected value of 1.5 million (the Johnson-Vest Scholarship encompasses an estate gift). Classics is most grateful to all its friends and supporters.

For these reasons and more, Classics at Charleston has a vital regional and national presence. There is more that can be done to improve infrastructure, promote research, and increase extramural funding, but the present strength of the Department and the support of its donors, friends, and the College, predict an exciting future.
II. Program: Mission and Goals

Mission Statement
The Department of Classics works to promote an understanding of the ancient Greek and Roman worlds and their legacies through an investigation of the languages and cultures of these civilizations. In addition the Department operates in conjunction with and support of the mission of the School of Languages, Cultures, and World Affairs and the College of Charleston.

Program Goals and the College’s Strategic Plan
The study of classical languages and cultures is based on two human networks: Greece and Rome. As such, it is by nature and design interdisciplinary. Therefore, Classics covers a broad range of curricula/interests, which through student learning and faculty research promote and coordinate the following Dimensions of Learning in the context of the Greek and Roman worlds:

- Foreign language study
- Social and cultural analysis
- Human history, artistic, cultural, and intellectual
- Understanding and using multiple cultural perspectives

Attune to these Dimensions, Classics courses teach necessary skills in critical thinking, research, and communication, the acquisition of which prepares students not only to enter top-tier graduate programs in Classics and related fields, but also to pursue careers effectively in education, the law, medicine, divinity, information science, politics/civil service, consulting, publishing, administration, and other fields that value transferrable skills such as written/aural communication, analysis, synthesis, and contextualization.

Strategic Priorities
These Departmental goals reflect the College’s strategic plan, specifically to provide students: (1) experiential, high-impact education grounded in the liberal arts; (2) interdisciplinary and global perspectives; (3) an integrated curriculum with co-curricular and extracurricular activities. Of the strategies/tactics the College identifies as supporting these goals, the Department places high priority on: (1) intensifying introductory and intermediate language courses; (2) enhancing support for faculty research; (3) establishing policies and structures that facilitate interdisciplinary programs within LCWA; (4) providing coordinated and sufficient support for extramural fundraising at the Departmental level.

There are two pressing targets within these priorities: (1) currently the curriculum gives strong support for students aiming for graduate school. Internships need to be developed that would support Classics majors working towards other careers: for example, museum studies, law, journalism, marketing, and high-tech industry; (2) the Department is in need of a permanent
replacement for a position specializing in Latin Education (since Dr. Frank Morris retired 2010) to match the growing demand for Latin teachers in the middle schools and high schools.

**Student Learning Outcomes and Assessment [A.B. Classics; B.A. Classics]** (See also the 2015-2016 Annual Assessment Report attached.)

**College of Charleston Assessment Template**

*Please copy completed form into Compliance Assist. Thank You.*

<table>
<thead>
<tr>
<th>College of Charleston Assessment Template</th>
<th>Date form Completed:</th>
</tr>
</thead>
</table>

**Program Name and Type**  Classics AB and BA major, Undergraduate

**Contact information for Program Assessment Coordinator:**  Shawn Morrison, Associate Dean, LCWA

**Email:**  morrisonsh@cofc.edu

**Phone:**  953-4266

**Office address:**  325 Jewish Studies Center

**Administrative Unit director** (deans, vice presidents, etc.) receiving assessment updates:

**Does this program follow specialized accreditation standards (e.g., NCATE, AACSB)?**  ____(Yes)  X (No)

**Name of the accrediting organization**  ____________________________________________

**Date of last program review for the accrediting organization**  __________________________

**Date of next program review for reaccreditation**  ___________________________________

**Program/Department Mission Statement:**  The mission of the Department of Classics is to promote an understanding of the ancient Greek and Roman world and its legacy through an investigation of the languages and cultures of these civilizations.

In addition, the mission of this Department is to fulfill all aspects of the mission of the School of Languages, Cultures, and World Affairs and the mission of the College of Charleston that fall within the academic fields of this Department. It is this Department’s task to oversee those areas of study.

**Unit or School Mission:**  The School of Languages, Cultures and World Affairs prepares students to become discerning, knowledgeable, and engaged citizens in an ever changing, interconnected global world.

**Assessment Process:**  Through a classical curriculum students gain a working knowledge about Greek and Roman language, culture, archaeology/material world, and history, and how to apply that knowledge to their modern contexts. Classics, enveloping Greece, Italy, and the wider Mediterranean is by nature multi-cultural and interdisciplinary, and so promotes skills transferable into multiple career paths, skills such as critical thinking, data analysis and synthesis, multi-cultural understanding, and communication.

The assessment process for the Department of Classics is based on direct instructional strategies (such as, research assignments, writing formal essays and papers, and preparation and execution of presentations), deployed over the principal areas of study named above, regarding student performance in research practices, writing, and effective communication.

The assessments are staged at both formative and summative levels and given at both levels yearly so that all students majoring in Classics are assessed. The data from the assessments are collected and discussed at a faculty meeting each academic year, and help guide revisions to curriculum.
Classics [A.B. Classics; B.A. Classics]
Assessment Plan: Student Learning Outcomes /Measures / Rubrics

Student Learning Outcome 1 (Knowledge): Students will demonstrate a working knowledge of the foundational resources for research in the field and assess how they would apply to a particular question. This outcome will be assessed at both the formative (LATN 300 / CLAS 300) and the summative stages (CLAS 401).

Measure 1.1 [LATN 300 / CLAS 300]: Students will complete an assignment requiring that they identify the major research tools for the field of Classics and apply them to specific research problems. The answers given must be presented in correct form.

Performance Target: Set to baseline

<table>
<thead>
<tr>
<th>Rubrics:</th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Identification</td>
<td>Student identifies the content and relevance of the resources with minimal errors.</td>
<td>Student identifies the content of the resource but is unable to communicate its relevance.</td>
<td>Student fails to define the content and relevance of the resources.</td>
</tr>
<tr>
<td>Application</td>
<td>Student applies resource tools to particular research problems.</td>
<td>Student applies the correct resource but does not succeed in answering the particular question.</td>
<td>Student fails to apply resource tools to particular research problems.</td>
</tr>
<tr>
<td>Form</td>
<td>Student gives answers in the appropriate bibliographic form.</td>
<td>Student gives answers in a bibliographic form, but the form displays inconsistencies.</td>
<td>Student does not give answers in the appropriate bibliographic form.</td>
</tr>
</tbody>
</table>

Measure 1.2 [CLAS 401]: Students will create for a research project a one page abstract, which includes an annotated bibliography of at least 10-15 items and a summary detailing how these sources are best utilized.

Performance Target: 90% of students scoring at an adequate level or above (7-10) and at least 60% at a good/adequate rating (7-8).

Rubrics: The student should use standard and relevant sources for the field, such as: (1) *L'Année Philologique*; (2) Two major commentaries essential for the topic; (3) TOCS-IN; (4) One component from the library’s special collection; (5) The Perseus Digital Library

<table>
<thead>
<tr>
<th>Rubrics:</th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bibliography</td>
<td>All required research instruments are used, and the sources found exhibit both variety and depth.</td>
<td>All required research instruments are used, but the sources gained lack variety.</td>
<td>Fails to use one or more of the required research instruments.</td>
</tr>
<tr>
<td>Summary</td>
<td>Explains clearly and concisely with no serious errors in mechanics how the sources were found and relate to the topic.</td>
<td>Explains how the sources were found but is unclear how one or two relate to the topic. Contains no serious errors in mechanics.</td>
<td>Fails to explain how the sources were found or lacks clarity because of serious errors in mechanics.</td>
</tr>
<tr>
<td>Abstract</td>
<td>The thesis for the abstract is clearly stated and its significance (relative to the subject) is concisely explained. It is supported by three arguments, which themselves are clear and present a cohesive logic.</td>
<td>The thesis is clearly stated, but the significance is not as evident as in an “excellent” abstract. The thesis is supported by three arguments, which are clear but lack some logical cohesion.</td>
<td>Neither the thesis nor its significance is clear. The thesis is supported by three arguments, but they lack clarity and logical progression.</td>
</tr>
</tbody>
</table>
**Student Learning Outcome 2 (Writing):** Conduct a clear and cogent, research project utilizing relevant secondary literature and developing a rational argument. This outcome will be assessed at both the formative (LATN 300 / CLAS 300) and the summative stages (CLAS 401).

**Measure 2.1 [LATN 300 / CLAS 300]:** Students will write a formal essay on a topic assigned or approved by an instructor of record.

**Performance Target:** Set to baseline

**Rubrics:**

1. **Thesis:** the essay should have be a clear and concise thesis statement, summarizing its primary argument and projecting the primary supporting arguments.
2. **Depth and Cogency:** the thesis must have argumentation that is supported by primary and secondary sources. The supporting arguments should be linked by logical transitions and be related to each other by a clear logic. There must be a conclusion that not only follows logically from the paper’s argumentation, but also clearly establishes the contribution the paper makes.
3. **Mechanics:** the essay should be free from spelling and typing errors; such grammatical solecisms as fragments, comma-splices, lack of subject-verb agreement, etc. must be minimal.

<table>
<thead>
<tr>
<th></th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Presents the relevant background needed to contextualize the thesis. The thesis is clearly stated and its significance (relative to the subject) is concisely explained.</td>
<td>The thesis itself is clearly stated and its significance (relative to the subject) is concisely explained, but some minor background material is omitted.</td>
<td>The thesis is not clear or its significance is not persuasive,</td>
</tr>
<tr>
<td>Depth and Cogency</td>
<td>Argument is detailed, so that the defense of the thesis is persuasive. The conclusion is sustained by the argumentation.</td>
<td>Presents enough argumentation to sustain the thesis but not so that the conclusion is fully persuasive.</td>
<td>Fails to meet an adequate standard in research either because the topic is not well-defined or argumentation does not support the thesis.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>There are infrequent, if any, errors in punctuation, grammar and usage, and these do not lessen clarity nor disrupt the overall argument.</td>
<td>There are infrequent, if any, errors in punctuation, grammar and usage, but these at times lessen clarity although they do not disrupt the overall argument.</td>
<td>The essays argument does not cohere because mechanical errors are too frequent.</td>
</tr>
</tbody>
</table>

**Measurement 2.2 [CLAS 401]:** Students will write a substantial research paper (20-30 pages) on a topic assigned or approved by an instructor of record for CLAS 401.

**Performance Target:** 70% of students scoring at a good/adequate rating or better (7-10).

**Rubrics:**

1. **Thesis:** there must be a clear and concise thesis statement, summarizing the primary argument of the paper and projecting the primary supporting arguments.
2. **Depth and Cogency:** the thesis must be supported by multiple arguments; the arguments must be related to each other by a clear logic and linked by logical transitions. There must be a conclusion that not only follows logically from the paper’s argumentation, but also clearly establishes the contribution the paper makes.
3. **Sources:** The List of Works Cited must have references of quantity and quality consistent with the scope of the research question, including such sources as commentaries, primary sources, books, and journals. Information gathered will be cited and managed according to professional standards in the discipline. Discussion-styled footnotes will be used for supplemental information/ exposition not central to the argument but essential for understanding or contextualizing the argument.

<table>
<thead>
<tr>
<th></th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Presents the relevant background needed to contextualize the thesis. The thesis is clearly stated and its significance (relative to the subject) is concisely explained, but some minor background material is omitted.</td>
<td>The thesis itself is clearly stated and its significance (relative to the subject) is concisely explained, but some minor background material is omitted.</td>
<td>The thesis is not clear or its significance is not persuasive,</td>
</tr>
</tbody>
</table>
Student Learning Outcome 3 (Communication/Critical Thinking): Students will present and defend a research topic in an oral presentation, which clearly explains a thesis and employs supporting argumentation in a logical sequence. This outcome will be assessed at both the formative (LATN 300 / CLAS 300) and the summative stages (CLAS 401).

Measurement 3.1 [LATN 300 / CLAS 300]: The student/students will present on an assigned article or research topic.

Performance Target: Set to baseline

Rubrics: The presentation should exhibit the following qualities: (1) Argumentation: a clear and unifying purpose for the presentation; be well-paced and makes good use of time; (2) Methods (handouts and/or supporting technologies) appropriate for the presentation and of high quality; (3) Mechanics: sound mechanics of effective speaking, such as eye contact, good diction, and enthusiasm.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentation</td>
<td>Presentation has a clear cogent theme</td>
<td>The presentation lacks clarity and direction but the argument can still be followed.</td>
<td>The presentation lacks clarity to the degree the argument cannot be followed.</td>
</tr>
<tr>
<td>Methods</td>
<td>The methods are appropriate and of high quality.</td>
<td>The methods are of high quality but do not precisely fit the topic.</td>
<td>The methods are low in quality.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>The speaker uses sound mechanics for effective speaking that enhance the experience for the audience.</td>
<td>The speaker’s mechanics are adequate, that is, they do not impede the audience’s comprehension.</td>
<td>The speaker’s mechanics are poor enough that they impede the audience’s comprehension.</td>
</tr>
</tbody>
</table>

Measurement 3.2 [CLAS 401]: The student will give a 7-10 minute oral presentation on an assigned or approved research topic.

Performance Target: 90% of students scoring at an adequate level or above (7-10) and at least 60% at a good/adequate rating (7-8).
**Rubrics:** (1) *Argumentation:* a clear and unifying purpose to the presentation; be well-paced and makes good use of time; be capable of generating questions and discussion from the audience; (2) *Methods* (handouts and/or supporting technologies) appropriate for the presentation and of high quality; (3) *Mechanics:* sound mechanics of effective speaking, such as eye contact, good diction, and enthusiasm.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentation</td>
<td>The speaker explains clearly and succinctly a cogent thesis for the presentation.</td>
<td>The speaker presents a cogent thesis but its expression is not succinct.</td>
<td>The thesis lacks clarity so that it fails to produce significant audience interaction</td>
</tr>
<tr>
<td>Methods</td>
<td>The methods are appropriate and of high quality.</td>
<td>The methods are of high quality but do not precisely fit the topic.</td>
<td>The methods are low in quality.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>The speaker uses sound mechanics for effective speaking that enhance the experience for the audience.</td>
<td>The speaker’s mechanics are adequate, that is, they do not impede the audience’s comprehension.</td>
<td>The speaker’s mechanics are poor enough that they impede the audience’s comprehension.</td>
</tr>
</tbody>
</table>

### III. Summary and Analysis of Departmental Accomplishments

#### Student-Centered Curriculum

The Department of Classics is committed to the well-being of all students on campus, whether they are majors or minors in one of the Department’s 3 programs, pursuing the *Artium Baccalaureatus* in any major, or whether they are taking courses because of an interest in the Greco-Roman world. Student evaluations and annual exit surveys mark faculty members highly, and the faculty contributes to the college-wide curriculum in numerous ways. The following sections emphasize the college-wide participation of the Department and its standing on the national level.

#### Programming and Enrollment Trends

Classics at Charleston is distinguished by the breadth and diversity of its offerings compared to other peer institutions and similarly-sized programs. Courses in 2015-2016 featured content in Greek, Latin, classical culture, ancient history, urban studies, women and gender studies, classical archaeology, and public health—all coverage not found in any peer institution with the exception of the similarly-sized University of North Carolina – Greensboro. This is not just indicative of the health of the Department, but on a pragmatic level it provides the interdisciplinary programming that gives students the flexibility necessary for today’s job-market.

<table>
<thead>
<tr>
<th>LATN</th>
<th>Level</th>
<th>No. of Sections</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-102*</td>
<td>Elementary</td>
<td>10</td>
<td>210</td>
</tr>
<tr>
<td>LATN 201-202</td>
<td>Intermediate</td>
<td>6</td>
<td>114</td>
</tr>
<tr>
<td>LATN 300-400</td>
<td>Advanced</td>
<td>4</td>
<td>54</td>
</tr>
</tbody>
</table>

* Includes FYE LC/linked with CLAS 102

<table>
<thead>
<tr>
<th>GREK</th>
<th>Level</th>
<th>No. of Sections</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-102</td>
<td>Elementary</td>
<td>3</td>
<td>51</td>
</tr>
<tr>
<td>201-202</td>
<td>Intermediate</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>300</td>
<td>Advanced</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>CLAS*</td>
<td>Level</td>
<td>No. of Sections</td>
<td>Enrollment</td>
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<tr>
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<td>----------------</td>
<td>------------</td>
</tr>
<tr>
<td>100**</td>
<td>Elementary</td>
<td>7</td>
<td>502</td>
</tr>
<tr>
<td>200</td>
<td>Intermediate</td>
<td>4</td>
<td>130</td>
</tr>
<tr>
<td>300/400</td>
<td>Advanced</td>
<td>4</td>
<td>44</td>
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<tr>
<td></td>
<td>* Includes 4 courses counted for Archaeology and 1 for Urban Studies</td>
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<tr>
<td></td>
<td>** Includes 2 FYE LC/linked with Russian Studies and Latin</td>
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<tr>
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<td>29</td>
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| TOTALS |            | 48             | 1,315      |

- Total CLAS course/sections offered were slightly below previous 5-year norms: 44 (2010-11); 45 (2011-2012); 43 (2012-2013); 47 (2013-2014); 44 (2014-2015); 42 (2015-2016); 44.6 (5-year average), but the courses taught for History (HIST), FYE (FYSM), and Women and Gender Studies (WGS) increased to six from the previous norm of 4-5. The average student-per-course/section rose to 27.4, compared to 20.4 (2010-2011), 23.1 (2011-2012), 24.4 (2012-2013), 25.6 (2013-2014), 24 (2014-2015), 23.5 (previous 5-year average). As cited in the Executive Summary this is well above the average for LCWA (16.9).

- While many programs struggle to enroll students in Latin, it is the norm at the College of Charleston to offer multiple sections of Latin at every level, even the most advanced. The average student-per-course/section for Latin was a healthy 18.9, although many sections of elementary and intermediate Latin were still above 22 students, the maximum set by LCWA. Enrollments at the intermediate and advanced levels remained relatively steady (167 [2015-2016] compared to the five year average of 176). The effectiveness of any language program is not how many students start but how many are working competently at the upper levels.

- Greek enrollments are more challenging for any program and ours is no exception. The average student-per-course/section for Greek was 11.4. The total enrollment in Greek for the year was marginally above the previous five year average, 80 compared to 76.5.

- The area of growth has been in classical culture courses from a previous five-year-average of 549 (2006/7-2010/11) to 727.4 (2011/12-2015/16), an increase of 24.4%. Classics courses at the 100 and 200 level are especially in demand. These courses not only serve as foundational courses for our B.A. major, A.B. degree, and minor in Classics, but also serve the needs of students in other programs, such as Archaeology, Health Professions, History, Art History, and Women and Gender Studies. Classics courses serve the needs of the SNAP program and its students, some of whom enroll in culture courses as alternatives to their foreign language requirement. The Department typically offers 6-7 culture courses a semester, covering 100-300/400 levels. It
should be noted that the number of courses enrolling 80 or more students has increased, and the demand for these courses regularly exceeds the cap: the 100 level courses often enroll 90-100 students per course. The larger enrolling 100 level courses all have a writing component. These caps, however, are staged so that enrollments decrease in intermediate and upper level courses, so that the most advanced courses (300-400 level) enroll no more than 15-20.

- Students are actively engaged in research in a wide variety of projects involving a number of disciplines, because of mentoring by Classics faculty. The Department significantly contributes to interdisciplinarity, internationalization, personalized education and high impact student experiences (see Student and Graduate Highlights: Research and Creative Activities, pp. 16-19).

- New Courses: This year CLAS 325 (Ancient Houses and Households) was added to the sequence of classical archaeology courses (CLAS 104-345). This coming year Classics will work with History to propose a short sequence (similar to the one developed for classical archaeology), building off of HIST 105, 231 and 232 (History of the Classical World; Ancient Greece; Ancient Rome) to meet the demand for ancient history.

Such short but coordinated core sequences allow students to affect the liberal arts education on a practical level by adding secondary concentrations to the traditional major/minor.

### Instructional Contributions to Other Programs and Initiatives

As is reflected by the course offerings, the Department is a regular contributor to programs that are either cross-institutional in nature (such as the FYE and the Archaeology Program) or located in other schools (History, Geology, Film Studies, Urban Studies, Women and Gender Studies, and Public Health).

As a percentage of the total hours generated by LCWA, the Department accounted for the following student credit hours:

- 9.1% of the total SCH generated by LCWA
- 21% of the LCWA contributions to FYE
- 56% of the LCWA contributions to HSS

The Department generates 9% of the total SCH generated by LCWA (extraordinary for a Classics program), and so it trails only French and Hispanic Studies. Further Classics generated major blocks of credit hours in key areas, such as culture/subject courses and interdisciplinary venues, generating nearly one-fourth of LCWA credit hours for FYE (trailing only Hispanic Studies) and over half for HSS.

### FYE

The Department has developed a reputation across campus for its ardent support and leadership in the First-Year Experience. This year four of the seven roster faculty taught in the FYE.

### Other Programs

In addition to the FYE program, the Department made significant contributions to other programs on campus: six courses were taught for History (CLAS 105; HIST 231; HIST 232;
HIST 270; HIST 370 [Fall]; HIST 370 [Spring]) and one for Women and Gender Studies (WGS 200); five courses (CLAS 104; CLAS 225; CLAS 242; CLAS 324; CLAS 343) counted towards the major in Archaeology one for Urban Studies (CLAS 225), and two sections of CLAS 111 for Public Health.

**Interdisciplinarity, Internationalization, and High-Impact Education**

**Interdisciplinary Programs (Summary)**

With its focus upon literary, historical, and archaeological evidence of the Greco-Roman/Mediterranean world, Classics is inherently interdisciplinary, combining elements represented in a variety of other programs. Courses taught in 2015-2016 contributed to programs in Archaeology, Urban Studies, History, and Women and Gender Studies. Learning Communities in 2015-2016 linked introductory Latin with Roman civilization and Greek civilization with Russian Studies. This coming year courses will emphasize such diverse subject areas as comic theory, history, epic, medical terms, architecture, and anthropology. In addition to courses in Classics that contribute to other programs, the Department allows courses taught in Anthropology, Art History, Geology, History, and Philosophy to count towards the major, when the subject addresses issues dealing with the Greco-Roman/Mediterranean world. In fact, a B.A. in Classics requires a student to earn credit in at least two subject areas.

**Study Abroad Programs and Internships**

The Department and its faculty work with the Center for International Education to offer all students in Classics the opportunity to study overseas, by providing two separate study-away programs: one to Italy (Rome, Florence, and Naples [Pompeii]) and another to Greece. In each program students earn six hours of credit through intensive in-field/on-site learning. This year 13 students participated the Department’s Maymester program to Greece. Classics also offers archaeological internships in Greece, and supports applications to such programs offered through other institutions.

**Tutorials:** Our faculty exercises leadership roles in student-directed research on campus, and their students frequently present at conferences. They are active in directing/mentoring Doctoral dissertations, M.A. theses, Honors Bachelor’s Essays, and offering other tutorials.

**Charleston Latin:** During the summer the Department sponsors workshops in the acquisition of Latin language and Roman culture for elementary through high school teachers and their students. These workshops are directed by Dr. Frank Morris, an emeritus professor from the Classics Department. Our students often serve as interns for this summer program.

**Co-Curricular Activities**

Students interested in the Greco-Roman World lead a Classics Club, which extends the association of our students and faculty beyond the classroom. Dr. Allison Sterrett-Krause serves as advisor to this SGA-sanctioned organization. The Department is also home to the Epsilon Rho Chapter of Eta Sigma Phi – the national honor society for Classics. Dr. Andrew Alwine serves as its sponsor. Both organizations run a full slate of activities, the Club meeting twice a month and averaging 25 students.
Classics also sponsors or co-sponsors lectures, by which internationally-recognized scholars visit the campus, engage with majors and other interested students, and discuss potential collaborations with faculty. In 2015-2016, the Department sponsored/co-sponsored lectures in archaeology and a colloquium (“Tradition, Innovation, and the Liberal Arts”) as part of its Classical Charleston Lecture Series. The Classical Charleston Lecture Series is made possible by the generous support of Theodore B. Guérard and family:

Dr. Erin Joyce (Northern Arizona University), “You Are on Indian Land,” Thursday, February 11, 2016

Professor Monica Cyrino (University of New Mexico), “A Roman in Kyoto: Empire Nostalgia in Takeushi Hideki’s Thermae Romae (2012),” February 15, 2016

Professor James O’Donnell (University Librarian, Arizona State University), “Knowledge is a Verbal Noun,” February 16, 2016

Teaching Workload
At its current size (7 tenure-lines; 1.5 adjuncts) Classics is stretched to meet demands. Any comparison to the Delaware peer group in terms of SCH/IFTE ratios is of limited value, because there is no category for Classics but only for languages in general. Therefore, Classics is being compared to the performance of Spanish, etc. Given this, it is extraordinary that the SCH ratio for total productivity in Classics still exceeds the Delaware average (214.58 compared to 195).

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<tr>
<td>T/T</td>
<td>176.46</td>
<td>218.17</td>
<td>207.70</td>
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<td>222.75</td>
<td>171.38</td>
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<td>Adjunct</td>
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<td>253.85</td>
<td>244</td>
<td>272.07</td>
<td>221.67</td>
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<tr>
<td>Total</td>
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<td>213.51</td>
<td>215.10</td>
<td>214.58</td>
<td>195</td>
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The primary strain on workloads -- teaching/research effectiveness -- concerns not only class size and SCH production (at the high levels as noted), and the 3/3 teaching load (UNC-Greensboro is at 3/2 and Baylor University 2/2), but also the high number of individual and new course preparations each faculty member must carry to sustain programming, which by nature is interdisciplinary. Classics offers courses in five distinct areas –Latin, ancient Greek, as well as courses exploring classical civilization, history, and archaeology. The active cross-discipline curricular engagement, described in the previous sections, creates a high number of preparations. The specializations of the faculty have been coordinated; yet, the total number of preparations for each faculty member remains high – the norm is to teach 3 courses with 3 separate preparations. This does not include the tutorials, internships, and Honors theses conducted each year.

Such a workload challenges the Department and College. It conflicts with active research agendas, which require solid blocks of concentrated time outside of the classroom. It lessens teaching effectiveness, since culture courses that should have multiple sections are forced into one section of 80-100 students. Other departments count high enrolling courses (60 students and above) as a two-course workload. Classics does not have the faculty lines to adopt this practice.
Adjunct/Visiting Instruction:
Unfortunately, SCH/IFTE ratios exceed the Delaware peer group also in adjunct usage (272.07 to 221.67). Some progress in reducing adjunct dependency is being made. Thanks to the beneficence of a donor from LCWA, a full-time adjunct was replaced with a tenure-track assistant professor. This lowered adjunct use (318.35 to 272.07), but the decline was rather a shift to the Non-T/T category (120 to 222.75). The result still leaves adjunct usage above the Delaware average. Any further improvement will have to come by hiring a permanent faculty to assume the load for Latin language courses where the adjunct usage is the highest.

Instructional Costs
The average instructional expenditure per SCH for Classics ($202) is slightly above the available data for its Delaware peer group ($175) but is next to the lowest in LCWA (Hispanic Studies, $163). Again, the Delaware peer group has limited statistical value, because the number of Classics programs within the peer institutions is small – the majority has only 1-2 (or no) classicists.

Assessment Activities
Learning outcomes and rubrics were implemented at the beginning of Fall 2011 (see under Program: Missions and Goals). The data collected from these outcomes is included in the Annual Assessment Report (see Supporting Data).
Further, as part of the College’s initiative to establish learning outcomes, rubrics, and assessment for general education, the following Classics courses are included in the general education assessment: GREK 202; LATN 202, 301, 321, 322, 323, 371, 373, 390; CLAS 101, 102, 103, 104, 105, 203, 223, 225, 226, 242, 253, 254, 255, 256, 270, 320, 322, 324, 343, 345, 356. This number of general education courses increases programming efficiency for non-classics A.B. degree students, especially those in the sciences.
In 2015-2016, Classics expanded its assessment in two directions: (1) it pushed down measures from the CLAS 400 level to include CLAS/LATN 300 level courses. As a result assessment (combined with that done for general education) can occur at the formative levels (100-300); (2) the 300 and 400 levels of assessment now include at least two measures for each student learning outcome.

Student and Graduate Highlights
Classics students excel in research and creative activities, which involve training in the traditional core areas of the discipline, as well as in areas that seek to cross disciplinary boundaries, as exemplified by the careers they choose, their placement into graduate programs, awards received, and work published.

Career Placement and Graduate/Professional School Acceptances (2015-2016)
• Jami Baxley (2016) will undertake graduate work in Archaeology at Florida State University.
• Lia Ferrante (2016) will join AmeriCorp to work with the homeless.
• Aaron Matthews (2016) will undertake graduate work for a Master of Fine Arts.
• Shannon Morrison (2016) will undertake graduate work in Informatics at Syracuse University.
• Alexandra Stephens (2016) will undertake graduate work in Classics at Florida State University.
• Jessica Stolebarger (2016) will be a local high school Latin teacher.
• Cameron Troilo (2016) will join a local real estate office as an agent.

• Katherine Babb (2015) will undertake graduate work for a Master of Fine Arts.
• Meredith Davey (2015) will undertake graduate work in Museum Studies.
• Melissa Graham (2015) accepted a position as high school Latin instructor in Charleston, SC at R. B. Stall.
• Jennifer Leslie Hill (2015) was accepted into the M.A. program in Classics at the University of Kentucky on scholarship.
• Frank Marrano (2015) entered officer training for the National Oceanic and Atmospheric Administration Corp.
• Hanna McDermett (2015) will undertake graduate work in the biblical languages.
• William Logan Scott (2015) was accepted into the Ph.D. program in Classics at the University of Florida with full funding and teaching assistantship.
• Margaret Kathleen Tuttle (2015) was accepted into the Ph.D. program in Classics at Indiana University with full funding and teaching assistantship.
• David Hester (2014) teaches English as a second language in Tokyo, Japan.
• Laura Lewis (2014) accepted a position as Latin Teacher in Mount Pleasant, Charleston, SC.
• Bertram Schewel (2014) was accepted for graduate study in Classics at the University of North Carolina-Chapel Hill.
• Ryan Simpson (2014) worked in medical internships and is applying for graduate studies in Medical Ethics at Duke University.
• Christine Stansell (2014) worked on the Jaffa Cultural Heritage Project’s 2014 excavations in Israel, and plans to apply to graduate school.
• Shaina Anderson (2013) was accepted with funding for the Classics Program (M.A.) at Texas Tech, which she has now completed. She has been accepted into the Ph.D. program in Classics at the University of Florida with full funding and teaching assistant stipend.
• Brandon Baker (2013) was accepted with funding for the Classics Program (M.A.) at Texas Tech, which he has now completed. He has been accepted into the Ph.D. program in Archaeology at UNC-Chapel Hill with full funding and graduate research stipend.
• Conor Bender (2013) was commissioned as a 2nd Lieutenant in the United States Marine Corps.
• Dillon McDougald (2013) was accepted into Law School at the University of South Carolina.
• Bridget Walsh (2013) accepted a position teaching history in Charlotte, NC.
• Pattie Webster (2013) accepted a position as Latin Teacher at Summerville High School, Summerville, SC.
• Caitlin Carlisle (2012) was accepted into Law School at Wake Forest University.
• Mitchel Cordes (2012) was accepted into Medical School at the Uniformed Services University.
• Marca Hoyle (2012) was accepted into the Ph.D. Program in Medieval Studies at Western Michigan University.

College and Departmental Awards to Graduating Students (2015-2016)
• Jami Baxley, Harold A. Mouzon Award: Mr. and Mrs. John L. Sadler, Jr., established the Mouzon Award in Classics in memory of her father, Harold A. Mouzon, class of 1913. The award is presented annually for special recognition of outstanding academic achievement by a student working in the area of classical languages, both Greek and Latin.

• Alexandra Stephens, Robert H. Duryea, Jr. Memorial Scholarship Award: Mrs. Emma-Louise Duryea Mellichamp, class of 1937, established The Robert H. Duryea, Jr. Memorial Scholarship Award in Classics in honor of her brother Robert H. Duryea, Jr., first honors graduate of the Class of 1927. This award is given to a student majoring in Classics with an emphasis on the study of Latin.

• Kodi Cartner, Lia Ferrante, and Sean Moorman, Outstanding Student (Classics AB)

• Cameron Troilo, Outstanding Student (Classics B.A.)

• Aaron Matthews, Alexandra Stephens, Departmental Honors

Artium Baccalaureatus Degrees Conferred (2015-2016):
• Holly Adington (Psychology)
• Jami Baxley (Classics; Archaeology)
• Kodi Cartner (Classics)
• Joshua Ferguson (Classics)
• Lia Ferrante (Classics)
• Kaitlyn Fulford (Computer Science)
• Ashley Gartner (Spanish)
• Catherine Klosson (Psychology)
• Caroline McIntyre (Biology)
• Sean Moorman (Classics)
• Shannon Morrison (Sociology)
• Enis Sanchez (Biochemistry)
• Alexandra Stephens (Classics)
• Jessica Stolebarger (Education in Classics; Education in Foreign Language)
• Erin Wiley (Arts Management)

Departmental Scholarship Recipients (2016-2017): with deepest gratitude to our donors and friends.

Robert H. Duryea, Jr. Memorial Scholarship Recipients (see description, p. 18)
• Gwendolyn Gibbons
• Catherine Raines
• Kayla Souders

Johnson-Vest Scholarship in Classics Recipients: The Johnson-Vest Scholarship was created by Lucia Johnson Vest and Nelson Vest to honor the parents of Lucia Johnson Vest, Irene Ebert Johnson and George Arthur Ziozias Johnson, who instilled in their children a love of Greek and
Roman Culture. By establishing this Scholarship, Lucia Johnson-Vest and Nelson Vest encourage young students to study and teach Latin and Greek language and culture.

- Allison Davis
- Carolyn Dorey
- Elisabeth Holland
- Carleigh Hoy
- Sarah Legendre
- Haven Mumm
- Catherine Raines
- Joseph Westbury

**Harold A. Mouzon Scholarship in Classical Studies Recipients (see description, p. 17-18)**

- Erik Cardwell
- Carlo Civita
- Sarah Cohen
- Hannah Edwards
- Sophie Naughton

**Research and Creative Activities**

- Jami Baxley, Archaeological Survey and Field School, Kea, Greece
- Jami Baxley, “Geoinformatic Modeling of Ancient Epidauria,” CLAS 399 (James Newhard, mentor)
- Daniel Bennett, “What has Aristotle to Do with the Pope? Aristotle and the Quest for Universal Power in Thirteenth Century Europe” (MA Thesis in History; Andrew Alwine, committee member)
- Hannah Edwards, “The College of Charleston Classics Museum Database,” MAYS Grant (Andrew Alwine, mentor)
- Jennifer Leslie Hill, Assistant Glass Analyst: Porta Stabia Project, Pompeii (Allison Sterrett-Krause, mentor)
- Sarah Legendre, “But Is It a Bottle? Quantitative and Qualitative Study of Roman Glass Vessels,” SURF Grant (Allison Sterrett-Krause, mentor)
- Sarah Legendre, “But is it a bottle? Categorizing fragmentary glass vessels from archaeological assemblages,” presented at the 20th Congress of the International Association of the History of Glass, Fribourg, Switzerland (presented with Allison Sterrett-Krause)
- Aaron Matthews, Bachelor’s Essay: “Aiskhylos and Zeus: a Prometheia” (Kristen Gentile, director)
- Alexandra Stephens, Bachelor’s Essay: “Why the Spartan Hegemony Failed: Kingship, Commanders, and Character” (Andrew Alwine, director)

**Faculty: Composition and Productivity**

Departmental Faculty and Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Alwine, Andrew</td>
<td>Assistant Professor of Classics</td>
</tr>
<tr>
<td>Alwine, Megan</td>
<td>Adjunct Instructor of Classics</td>
</tr>
<tr>
<td>Gentile, Kristen</td>
<td>Assistant Professor of Classics</td>
</tr>
</tbody>
</table>
Gerrish, Jennifer  Assistant Professor of Classics (resigned, summer 2016)
Chapman, Fedelia  Administrative Assistant (Half-Time with Archaeology)
Johnson, Tim  Professor of Classics, Department Chair
Lohmar, James  Adjunct Instructor of Classics
Morris, Frank  Research Associate of Classics and Emeritus Associate Professor
Newhard, James  Associate Professor of Classics
Saunders, Anne  Research Associate of Classics
Sterrett-Krause, Allison  Assistant Professor of Classics
Zeiner-Carmichael, Noelle  Associate Professor of Classics

Diversity
The Department of Classics (2015-2016) consisted of 7 tenure/tenure-track faculty members, 1 full-time adjunct, 1 part-time adjunct, a part-time administrative assistant, and 2 research associates (not salaried). 60% of the salaried faculty/staff were women or minorities. 57% of the 7 full-time faculty members were women.

Research and Professional Development

National and International Impact
Classics gives LCWA and the College of Charleston global coverage. The research interests of the faculty reflect the broad approaches found within an engaging and energetic classics program. Faculty members publish books as sole authors or collaborators; publish articles in journals, ranging from those specializing in literary topics to environmental geology; and speak/present at national and international venues. They serve as readers for prestigious journals and serve on dissertation committees. Each, in their own way and specific to their research interests, exemplifies the teacher-scholar model by integrating their research into their teaching and mentoring activities, using their teaching experiences as springboards for deeper exploration and discovery to enrich the College and larger academy.

Highlights

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</tr>
<tr>
<td>Grants External</td>
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<tr>
<td>Grants Internal</td>
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<tr>
<td>Articles/Book Chapters Published/Forthcoming</td>
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<tr>
<td>Editorial Contributions</td>
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<tr>
<td>Scholarly Presentations: International</td>
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<td>Scholarly Presentations: National</td>
<td>5</td>
</tr>
<tr>
<td>Active Archaeological Field Work/Projects</td>
<td>6</td>
</tr>
<tr>
<td>Theses/Student Tutorials</td>
<td>8</td>
</tr>
</tbody>
</table>

- **Books/Articles**: Within this academic year, 29% of the roster faculty had a book-manuscript under contract or book published. 57% either had articles/book chapters published or forthcoming.

- **International Presence**: 71% of the roster faculty was involved internationally as conference speakers, on archaeological projects, or in study-away programs.
• **Grants/Funding Awards:** The roster faculty was awarded $25,264 in grant funding with 57% of the roster faculty receiving competitive funding, external or internal.

**Service**

The Department recognizes service to be a vital responsibility for permanent roster faculty. This academic year, besides fulfilling particular roles for the Department, Classics faculty served on no less than 11 School and College committees. This does not include service on individual tenure and promotion committees. Service to the College still predominates over service to the profession, but this is starting to shift. 43% of the roster faculty holds key leadership positions in national/international organizations for Classics.

**IV. Conclusion: Strengths, Weaknesses, and Revisions**

Classics is efficient for its size, noteworthy for its breadth of research and teaching, as well as its effects upon the institution and larger field of Classics. Here at Charleston, the Department of Classics is a community of engaged and highly effective scholar-teachers. Strong and stable enrollments indicate that students are drawn to the Greco-Roman world, and the Department meets their interests with a variety of opportunities for engagement. And students follow this lead by reaching high levels of accomplishments themselves. Some areas, however, require revision.

**Language Learning and Recruiting**

- **Latin 100-200:** Classics faculty members have become increasingly dissatisfied with the reading ability of students entering the 300-level Latin reading courses. According to last year’s recommendation (2014-2015), the following adjustments have been made: (1) compress the amount of time taken to move the students through the elements of Latin grammar and reading, so that LATN 202 can effectively become an introduction to reading Latin literature; (2) deactivate LATN 301 (Introduction to Latin Literature); (3) the Department voted to appoint a director for the Latin program who would lead a working group to suggest further revisions designed to meet today’s student deficiencies in language acquisition. This year (2015-2016), as a first step, the task force recommended changing text books and developing materials for students learning an inflected language for the first time. The changes will be implemented over the coming year. Further, at Departmental expense and working with the Center for Student Learning, Classics will begin for LATN 101 and GREK 101 Supplemental Instruction, a program that will make an embedded tutor and extra study sessions available to each student in these courses.

  **Recommendation:** Install the changes set by the faculty.

- **Greek 100-400:** Enrollment in GREK 101 is weak and retention from the 100 to 200-level is about 50%.

  **Recommendation:** Since many students start Greek later in their academic career, the challenge is recruiting students sooner into the Greek program so that they have time to complete the beginning sequence. We need to develop an effective approach for recruiting more freshman and sophomores into Greek. To improve retention GREK 101 will be entered into the
Supplemental Instructional program in conjunction with the Center for Student Learning (see above).

**Student to Teacher Ratio and Faculty Workload**

Revisions to curriculum will only do so much to improve student achievement in elementary language courses. In addition, since languages tend to atrophy over time, ancient Latin and Greek are complex and can be more challenging. National studies show that language acquisition is most effective with lower student to teacher ratios (15:1). Even coming close to meeting this standard will require adding more sections of Latin. Further, the enrollments in the 100-level classical culture courses have reached a level that is counterproductive for faculty workload. CLAS 101-105 regularly enroll 80-100 students and these count as only one course in a faculty member’s load. For the sake of faculty and students these large courses need to be broken down into sections.

**Recommendation:** Set the caps for LATN 101-202 at 20. Break 100-level culture courses into sections, capped at 45. Offering additional sections will require increasing the size of the faculty, especially if the number of complementary courses in culture and archaeology are to be maintained. Acquiring a dedicated line for the classical languages is necessary and justified.

**Connecting with Local Latin Teachers**

The number of Latin high school and middle school teachers and programs in the immediate area has grown to 13. Half of these are graduates from the College of Charleston. Due to our own programming demands not enough has been done to support these teachers once they are in their positions or to be a resource to assist the teachers in developing their programs and in advancing their own professional development.

**Recommendation:** In 2014-2015 general meetings began to be held with the teachers to share concerns and ideas for collaboration. This year the meetings will continue with the target of forming a Local Latin Council to foster and coordinate interaction between Classics at the College and the local programs. This would also have the advantage of bolstering recruiting by creating feeder programs for high school Latin students to transition into Classics at the College.

**Classics and Education**

Classics at the College of Charleston is the Flagship program and at the epicenter of Latin education in South Carolina. Although more majors are choosing to pursue secondary teaching careers in Latin, and the Department’s donors are most interested in supporting this endeavor, there is no faculty member whose primary research is in pedagogy and secondary education, since Dr. Frank Morris retired in 2010. The Department of Education supports this interest and the educational track (EDCL), but this gap within Classics needs to be filled, and would pay dividends by offering support for local teachers and educators within South Carolina. The lack of faculty resources to connect to secondary Latin programs in the state and wider region for these six years is also making it more difficult to attract in-coming students into Latin and Greek. The support for Latin teachers state-wide is unacceptably low, although the demand for Latin teachers, especially at the elementary and middle school levels, continues to grow.

**Recommendation:** In 2014-2015 Classics formed an alliance with classicists at Furman University and the University of South Carolina-Columbia to formulate some strategic interactions with state middle school and high school programs. This, however, is an area in which the Flagship program (College of Charleston) should take the lead by investing in a new
permanent faculty position dedicated to Latin pedagogy, which would make the College the center for Latin instruction and teacher-training in the entire southeastern region. This year Dr. Edward Johnson, who is very much interested in supporting Latin education in honor of his late wife Lucia Vest (a talented and influential Latin teacher), increased his estate gift for Classics to an estimated 1.2 million dollars. The Johnson-Vest Scholarship Fund is available to bolster student recruitment and achievement, so that an additional line with an emphasis on Latin pedagogy will be most effective.

Classics Advisory Council
The Department would benefit from developing an advisory council, drawing members from the community and immediate region.

V. Supporting Data

Statistics: Course Information, Student Trends, and Diversity http://ir.cofc.edu/aadeptdata/

Faculty Productivity: Research and Professional Development

Faculty Service Contributions

Annual Assessment Report

Faculty Productivity: Research and Professional Development

Books

Published/Under Contract
• Enmity and Feuding in Classical Athens (University of Texas Press, 2015) [Andrew Alwine]
• Confronting the End of History: Sallust’s Histories and Triumviral Historiography (under contract with Routledge) [Jennifer Gerrish]

Grants Received (External/Internal)

External
• INSTAP, Institute for Aegean Prehistory ($12,000), Linear B Archives [James Newhard, co-PI]

Internal
• LCWA Junior Faculty Colloquium Grant ($1,264) [Jennifer Gerrish]
• LCWA Faculty Research Grant ($4,500), “Imaging, Analysis, and Publication of the Linear B Tablets from Pylos” [James Newhard]
SURF Grant ($6,500), “But Is It a Bottle? Quantitative and Qualitative Study of Roman Glass Vessels” [Allison Sterrett-Krause; Sarah Legendre]
MAYS Grant ($1,000), Classics Museum and Cataloguing Database [Andrew Alwine; Hannah Edwards]
Articles/ Book Chapters/Translations

Published/Forthcoming
• “Freedom and Patronage in the Athenian Democracy,” forthcoming in *Journal of Hellenic Studies* [Andrew Alwine]
• “Euchaita,” forthcoming in Ph.Niewöhner (ed.), *Handbook of Byzantine Archaeology of Anatolia. From the End of Late Antiquity to the Coming of the Turks* (Oxford: Oxford University Press) [Jim Newhard with J. Haldon and H. Elton]
• “Glass Groups, Glass Supply, and Recycling in Late Roman Carthage,” forthcoming in *Archaeological and Anthropological Sciences* [Allison Sterrett-Krause with Nadine Schibille and Ian Freestone]

Field Work/Projects
• The Avkat Archaeological Project. Central Turkey [James Newhard, assistant director]
• The Göksu Archaeological Project. Upper Göksu River Valley, Cilicia, Turkey [James Newhard]
• Palace of Nestor Linear B Publications [Jim Newhard, informatics director]
• Iklaina Archaeological Project [James Newhard, lithics analyst]
• Pompeii Archaeological Research Project: Porta Stabia [Allison Sterrett-Krause, glass analyst]
• Leptiminus Archaeological Project at Lamta, Tunisia [Allison Sterrett-Krause, glass analyst]

Scholarly Presentations (Refereed/Invited)

International
• “Sallust’s Histories: the Repetition Compulsion and the Trauma of Civil War,” at the conference on “Emotional Trauma in Greek and Roman Culture: Representations and Reactions,” Delphi, Greece (June 2016) [Jennifer Gerrish]
• “But Is It A Bottle? Quantitative and Qualitative Study of Roman Glass Vessels,” 20e congrès de l'Association internationale pour l'histoire du verre, Association internationale pour l'histoire du verre/International Association for the History of Glass, Fribourg, Switzerland (September 2015) [Allison Sterrett-Krause with Sarah Legendre]
National
• “Patronage and the Athenian Democracy,” Annual Meeting of the Society for Classical Studies, San Francisco, CA. (January 2016) [Andrew Alwine]
• “Representative Democracy in Late Classical Greece,” Annual Meeting of the Classical Association of the Middle West and South, Williamsburg, VA. (March 2016) [Andrew Alwine]
• “The One Room Schoolhouse: Inclusive Learning in the Intermediate Latin Classroom,” Annual Meeting of the Classical Association of the Middle West and South, Williamsburg, VA. (March 2016) [Jennifer Gerrish with Caitlin Gillespie]
• “Developing the Digital Ottoman Platform,” for the conference on “Perspectives on using 3rd-party data to develop regional syntheses in the informatic age,” at the Institute for Advanced Study, Princeton University, Princeton, NJ. (June 2015) [James Newhard]

Contributions in Service

Department
• Search Committees: Assistant Professor of Classics (Greek) [Andrew Alwine; Jennifer Gerrish; Tim Johnson; James Newhard; Allison Sterrett-Krause; Noelle Zeiner-Carmichael]
• Eta Sigma Phi, Faculty Sponsor [Andrew Alwine]
• Colloquium: “Tradition, Innovation, and the Liberal Arts” [Tim Johnson, organizer]
• Classics Club, Faculty Sponsor [Allison Sterrett-Krause]
• Archaeology Club, Faculty Sponsor [James Newhard]
• Classics BA revision Task Force [James Newhard; Andrew Alwine; Allison Sterrett-Krause]
• Library Liaison for Classics [Noelle Zeiner-Carmichael]
• Library Liaison for WGS [Noelle Zeiner-Carmichael]
• Women and Gender Studies Executive Committee [Noelle Zeiner-Carmichael, committee member]
• Latin Revision Task Force [Noelle Zeiner-Carmichael; Jennifer Gerrish; James Lohmar]

College and School (LCWA)
• Ad Hoc Committee for Interdisciplinarity in LCWA [Andrew Alwine]
• Departmental Representative to the Faculty Senate [Andrew Alwine]
• Chrestomathy, Editorial Board Member [Kristen Gentile]
• Director of the A.B. Degree Program [Tim Johnson]
• Archaeology Program, Steering Committee [Tim Johnson]
• Sabbatical Review Committee, LCWA [Tim Johnson]
• Director for the Program in Archaeology [James Newhard]
• Associate Director, Santee-Cooper GIS Laboratory [James Newhard]
• Advisory Committee, Santee-Cooper GIS Laboratory [James Newhard]

Community
• Acting Liaison to Local and State Latin Teachers [Tim Johnson; Allison Sterrett-Krause]
• “Charleston Latin (July 29-31): “Language Arts through Latin,” enrichment program for elementary through high school teachers [Frank Morris]
**Profession**
- Mountain State Foreign Language Association, Annual Conference Planning Committee [Andrew Alwine]
- *Bryn Mawr Classical Review* [Tim Johnson, member of the Editorial Board]
- Archaeological Institute of America - South Carolina Chapter [James Newhard, Vice President]
- Archaeological Conference for the South Carolina Lowcountry [James Newhard, conference program organizer]
- Geospatial Interest Group, Archaeological Institute of America [James Newhard, committee chair]
- Managing Committee of the American School of Classical Studies in Athens [James Newhard, Institutional Representative]
- Consortium for the Archaeology of the Lowcountry [James Newhard, President].
- Weiner Laborantory for Archaeological Sciences, American School of Classical Studies in Athens [James Newhard]
- Annual Meeting Program Committee, Archaeological Institute of America [James Newhard, member]

**2015-2016 Annual Assessment Report: Classics**
Submitted, May 10, 2016: Timothy Johnson, Chair/Classics

<table>
<thead>
<tr>
<th>College of Charleston Assessment Template</th>
<th>Date form Completed:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Please copy completed form into Compliance Assist. Thank You.</em></td>
<td></td>
</tr>
</tbody>
</table>

**Program Name and Type**  Classics AB and BA major, Undergraduate
**Contact information for Program Assessment Coordinator:**  Shawn Morrison, Associate Dean, LCWA
**Email:**  morrisonsh@cofc.edu
**Phone:**  953-4266
**Office address:**  325 Jewish Studies Center
**Administrative Unit director** (deans, vice presidents, etc.) receiving assessment updates:

**Does this program follow specialized accreditation standards (e.g., NCATE, AACSB)?**  ____(Yes)  X (No)
**Name of the accrediting organization**  
**Date of last program review for the accrediting organization**  
**Date of next program review for reaccreditation**  

**Program/Department Mission Statement:**  The mission of the Department of Classics is to promote an understanding of the ancient Greek and Roman world and its legacy through an investigation of the languages and cultures of these civilizations.

In addition, the mission of this Department is to fulfill all aspects of the mission of the School of Languages, Cultures, and World Affairs and the mission of the College of Charleston that fall within the academic fields of this Department. It is this Department’s task to oversee those areas of study.

**Unit or School Mission:**  The School of Languages, Cultures and World Affairs prepares students to become discerning, knowledgeable, and engaged citizens in an ever changing, interconnected global world.
Assessment Process: Through a classical curriculum students gain a working knowledge about Greek and Roman language, culture, archaeology/material world, and history, and how to apply that knowledge to their modern contexts. Classics, enveloping Greece, Italy, and the wider Mediterranean is by nature multi-cultural and interdisciplinary, and so promotes skills transferable into multiple career paths, skills such as critical thinking, data analysis and synthesis, multi-cultural understanding, and communication.

The assessment process for the Department of Classics is based on direct instructional strategies (such as, research assignments, writing formal essays and papers, and preparation and execution of presentations), deployed over the principal areas of study named above, regarding student performance in research practices, writing, and effective communication.

The assessments are staged at both formative and summative levels and given at both levels yearly so that all students majoring in Classics are assessed. The data from the assessments are collected and discussed at a faculty meeting each academic year, and help guide revisions to curriculum.

Student Learning Outcome 1 (Knowledge): Students will demonstrate a working knowledge of the foundational resources for research in the field and assess how they would apply to a particular question.

Measure 1.1 [LATN 300 / CLAS 300]: Students in LATN/CLAS 300 will complete an assignment requiring that they identify the major research tools for the field of Classics and apply them to specific research problems. The answers given must be presented in correct form.

Performance Target: Set to baseline

Rubrics:

<table>
<thead>
<tr>
<th></th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Identification</td>
<td>Student identifies the content and relevance of the resources with minimal errors.</td>
<td>Student identifies the content of the resource but is unable to communicate its relevance.</td>
<td>Student fails to define the content and relevance of the resources.</td>
</tr>
<tr>
<td>Application</td>
<td>Student applies resource tools to particular research problems.</td>
<td>Student applies the correct resource but does not succeed in answering the particular question.</td>
<td>Student fails to apply resource tools to particular research problems.</td>
</tr>
<tr>
<td>Form</td>
<td>Student gives answers in the appropriate bibliographic form.</td>
<td>Student gives answers in a bibliographic form, but the form displays inconsistencies.</td>
<td>Student does not give answers in the appropriate bibliographic form.</td>
</tr>
</tbody>
</table>

Results Measure 1.1:
Total Number of Students Assessed: 28 (CLAS 324; CLAS 343; LATN 323)

<table>
<thead>
<tr>
<th></th>
<th>Excellent: Student Count</th>
<th>Excellent: Percentage</th>
<th>Good/Adequate: Student Count</th>
<th>Good/Adequate: Percentage</th>
<th>Poor/Unsatisf.: Student Count</th>
<th>Poor/Unsatisf.: Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Identification</td>
<td>20</td>
<td>71%</td>
<td>7</td>
<td>25%</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Appl.</td>
<td>20</td>
<td>71%</td>
<td>6</td>
<td>22%</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>Form</td>
<td>20</td>
<td>71%</td>
<td>7</td>
<td>25%</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Composite Averages</td>
<td>20</td>
<td>71%</td>
<td>6.7</td>
<td>24%</td>
<td>1.3</td>
<td>5%</td>
</tr>
</tbody>
</table>

Measure 1.2 [CLAS 401]: Students in CLAS 401 will create for a research project a one page abstract, which includes an annotated bibliography of at least 10-15 items and a summary detailing how these sources are best utilized.

Performance Target: 90% of students scoring at an adequate level or above (7-10) and at least 60% at an excellent rating (7-8).

Rubrics:
Results Measure 1.2:  
Total Number of Students Assessed: 13 (CLAS 401)

<table>
<thead>
<tr>
<th></th>
<th>Excellent: Student Count</th>
<th>Excellent: Percentage</th>
<th>Good/Adequate Student Count</th>
<th>Good/Adequate Percentage</th>
<th>Poor/Unsatisfactory Student Count</th>
<th>Poor/Unsatisfactory Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bibliography</td>
<td>9</td>
<td>69%</td>
<td>3</td>
<td>23%</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Summary</td>
<td>11</td>
<td>85%</td>
<td>2</td>
<td>15%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Abstract</td>
<td>3</td>
<td>23%</td>
<td>6</td>
<td>46%</td>
<td>4</td>
<td>31%</td>
</tr>
<tr>
<td><strong>Composite</strong></td>
<td><strong>7.6</strong></td>
<td><strong>59%</strong></td>
<td><strong>3.7</strong></td>
<td><strong>28%</strong></td>
<td><strong>1.7</strong></td>
<td><strong>13%</strong></td>
</tr>
</tbody>
</table>

2. **Student Learning Outcome 2 (Writing):** Students in LATN/CLAS 300 will conduct a clear and cogent, research project utilizing relevant secondary literature and developing a rational argument.

**Measure 2.1 [LATN 300 / CLAS 300]:** Students will write a formal essay on a topic assigned or approved by an instructor of record.  
**Performance Target:** Set to baseline

**Rubrics:**

<table>
<thead>
<tr>
<th></th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
</thead>
</table>
| Thesis           | Presents the relevant background needed to contextualize the thesis.  
The thesis is clearly stated and its significance (relative to the subject) is concisely explained. | The thesis itself is clearly stated and its significance (relative to the subject) is concisely explained, but some minor background material is omitted.  
The thesis is not clear or its significance is not persuasive.  |
| Depth and Cogency| Argument is detailed, so that the defense of the thesis is persuasive. The conclusion is sustained by the argumentation.  
PRESENTS ENOUGH ARGUMENTATION TO SUSTAIN THE THESIS BUT NOT SO THAT THE CONCLUSION IS FULLY PERSUASIVE. | Fails to meet an adequate standard in research either because the topic is not well-defined or argumentation does not support the thesis.  |
<p>| Mechanics        | There are infrequent, if any, errors in punctuation, grammar and usage, and | There are infrequent, if any, errors in punctuation, grammar and usage, but | The essays argument does not cohere because mechanical errors are too frequent.  |</p>
<table>
<thead>
<tr>
<th>Results Measure 2.1:</th>
<th></th>
<th>these do not lessen clarity nor disrupt the overall argument.</th>
<th>these at times lessen clarity although they do not disrupt the overall argument.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Students Assessed: 44 (CLAS 324; CLAS 343; LATN 323; LATN 390)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent: Student Count</td>
<td>Excellent: Percentage</td>
<td>Good/Adequate Student Count</td>
</tr>
<tr>
<td>Thesis</td>
<td>26</td>
<td>59%</td>
<td>15</td>
</tr>
<tr>
<td>Depth and Cogency</td>
<td>22</td>
<td>50%</td>
<td>19</td>
</tr>
<tr>
<td>Mechanics</td>
<td>22</td>
<td>50%</td>
<td>19</td>
</tr>
<tr>
<td>Composite Averages</td>
<td>23.3</td>
<td>53%</td>
<td>17.6</td>
</tr>
<tr>
<td></td>
<td>Results Measurement 2.2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of Students Assessed: 13 (CLAS 401)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent: Student Count</td>
<td>Excellent: Percentage</td>
<td>Good/Adequate Student Count</td>
</tr>
<tr>
<td>Thesis</td>
<td>4</td>
<td>31%</td>
<td>6</td>
</tr>
<tr>
<td>Depth and Cogency</td>
<td>4</td>
<td>31%</td>
<td>6</td>
</tr>
</tbody>
</table>

Measurement 2.2 [CLAS 401]: Students in CLAS 401 will write a substantial research paper (20-30 pages) on a topic assigned or approved by an instructor of record for CLAS 401.

**Performance Target:** 70% of students scoring at a good/adequate rating or better (7-10).

**Rubrics:**

<table>
<thead>
<tr>
<th></th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Presents the relevant background needed to contextualize the thesis. The thesis is clearly stated and its significance (relative to the subject) is concisely explained.</td>
<td>The thesis is clearly stated and its significance (relative to the subject) is concisely explained, but some minor background material is omitted.</td>
<td>The thesis is not clear or its significance is not persuasive.</td>
</tr>
<tr>
<td>Depth and Cogency</td>
<td>The paper explores a well-defined topic. The argument is detailed, so that the defense of the thesis is persuasive.</td>
<td>The paper presents enough argumentation to sustain the thesis but not so that it is fully persuasive.</td>
<td>Fails to meet an adequate standard in research either because the topic is not well-defined or argumentation does not support the thesis.</td>
</tr>
<tr>
<td>Sources</td>
<td>Sources are of scholarly quality and cited according to disciplinary standards.</td>
<td>Sources are of scholarly quality, but citations contain minor inconsistencies.</td>
<td>The sources are not of scholarly quality or are cited incorrectly.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>The paper meets all requirements of length and format. There are infrequent, if any, errors in punctuation, grammar and usage, and none weaken the overall argument.</td>
<td>The paper meets all requirements of length and format. There are infrequent, if any, errors in punctuation, grammar and usage, but these at times lessen clarity although they do not disrupt completely the overall argument.</td>
<td>The paper fails to meet requirement of length and/or format. If the paper does meet these requirements, its argument does not cohere because mechanical errors are too frequent.</td>
</tr>
</tbody>
</table>

Results Measurement 2.2:

Total Number of Students Assessed: 13 (CLAS 401)
<table>
<thead>
<tr>
<th>Rubrics:</th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentation</td>
<td>Presentation has a clear cogent theme</td>
<td>The presentation lacks clarity and direction but the argument can still be followed.</td>
<td>The presentation lacks clarity to the degree the argument cannot be followed.</td>
</tr>
<tr>
<td>Methods</td>
<td>The methods are appropriate and of high quality.</td>
<td>The methods are of high quality but do not precisely fit the topic.</td>
<td>The methods are low in quality.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>The speaker uses sound mechanics for effective speaking that enhance the experience for the audience.</td>
<td>The speaker’s mechanics are adequate, that is, they do not impede the audience’s comprehension.</td>
<td>The speaker’s mechanics are poor enough that they impede the audience’s comprehension.</td>
</tr>
</tbody>
</table>

**Results Measurement 3.1:**

**Total Number of Students Assessed: 45 (CLAS 324; CLAS 343; LATN 323; LATN 390)**

<table>
<thead>
<tr>
<th>Rubrics:</th>
<th>Excellent: Student Count</th>
<th>Excellent: Percentage</th>
<th>Good/Adequate Student Count</th>
<th>Good/Adequate Percentage</th>
<th>Poor/Unsat. Student Count</th>
<th>Poor/Unsat. Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentation</td>
<td>25</td>
<td>56%</td>
<td>19</td>
<td>42%</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Methods</td>
<td>39</td>
<td>87%</td>
<td>5</td>
<td>11%</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Mechanics</td>
<td>35</td>
<td>78%</td>
<td>8</td>
<td>18%</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Composite Averages</td>
<td>33</td>
<td>73%</td>
<td>10.7</td>
<td>24%</td>
<td>1.3</td>
<td>3%</td>
</tr>
</tbody>
</table>

**Measurement 3.2 [CLAS 401]:** Students in CLAS 401 will give a 7-10 minute oral presentation on an assigned or approved research topic.

**Performance Target:** 90% of students scoring at an adequate level or above (7-10) and at least 60% at an excellent rating (7-8).

<table>
<thead>
<tr>
<th>Rubrics:</th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentation</td>
<td>The speaker explains clearly and succinctly a cogent thesis for the presentation.</td>
<td>The speaker presents a cogent thesis but its expression is not succinct.</td>
<td>The thesis lacks clarity so that it fails to produce significant audience interaction</td>
</tr>
<tr>
<td>Methods</td>
<td>The methods are appropriate and of high quality but do not precisely fit the topic.</td>
<td>The methods are low in quality.</td>
<td></td>
</tr>
</tbody>
</table>
### Results Measurement 3.2:

**Total Number of Students Assessed: 13 (CLAS 401)**

<table>
<thead>
<tr>
<th></th>
<th>Excellent: Student Count</th>
<th>Excellent: Percentage</th>
<th>Good/Adequate Student Count</th>
<th>Good/Adequate Percentage</th>
<th>Poor/Unsat. Student Count</th>
<th>Poor/Unsat. Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentation</td>
<td>9</td>
<td>69%</td>
<td>3</td>
<td>23%</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Methods</td>
<td>9</td>
<td>69%</td>
<td>3</td>
<td>23%</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Mechanics</td>
<td>9</td>
<td>69%</td>
<td>3</td>
<td>23%</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Composite Averages</td>
<td>9</td>
<td>69%</td>
<td>3</td>
<td>23%</td>
<td>1</td>
<td>8%</td>
</tr>
</tbody>
</table>

#### 3. Assessment Results (2015-2016):

**Student Learning Outcome 1 (LATN/CLAS 300) and 1.2 (CLAS 401):**
Measure 1.1 [LATN 300 / CLAS 300]: N=28 (CLAS 324; 343; LATN 323): 95% of the students scored adequate or above; 71% rated excellent; the lowest subfield scores were in Application (7% poor or unsatisfactory). **Target Results:** This year the scores are set to baseline. Measure 1.2 [CLAS 401] N= 13: 87% of the students rated adequate or above; 59% rated excellent. The lowest scores were in Abstract (31% poor or unsatisfactory). **Target Results:** These scores are below target [90% of students scoring at an adequate level or above (7-10) and at least 60% at an excellent rating (9-10)] are a decline from the previous year and are comparable to 2011 results.

**Student Learning Outcome 2 (LATN/CLAS 300) and 2.2 (CLAS 401):**
Measure 2.1 [LATN 300 / CLAS 300]: N=44 (CLAS 324; 343; LATN 323; 390): 93% of the students scored adequate or above; 53% rated excellent; the lowest subfield scores were in Mechanics (43% rating good/adequate and 7% poor or unsatisfactory). **Target Results:** This year the scores are set to baseline. Measure 2.2 [CLAS 401] N= 13: 77% of the students rated adequate or above; 31% rated excellent. **Target Results:** These scores meet the target [70% of students scoring at a good/adequate rating or better (7-10)], but are a decline over previous year with the exception of 2012.

**Student Learning Outcome 3 (LATN/CLAS 300) and 3.2 (CLAS 401)**
Measure 3.1 [LATN 300 / CLAS 300]: N=45 (CLAS 324; 343; LATN 323; 390): 97% of the students scored adequate or above; 73% rated excellent; the lowest subfield scores were in Mechanics (7% poor or unsatisfactory) with some weakness also in Argumentation (42% good/adequate and 2% poor or unsatisfactory). **Target Results:** This year the scores are set to baseline. Measure 3.2 [CLAS 401] N= 13: 92% of the students rated adequate or above; 69% rated excellent. **Target Results:** These scores meet the target [90% of students scoring at an adequate level or above (7-10) and at least 60% at an excellent rating (9-10)].

#### 4. Use of Assessment Results (2015-2016):
Based on the data and discussion of Classics faculty at end of the year departmental meetings, the faculty determined three actions: (1) to compress language acquisition in the Latin 100-200 sequence, so that students have direct access to primary sources more quickly. To aid in this compression a new Latin textbook was adopted, beginning this fall. The Latin task force in place starting last year will continue to work on developing supporting materials for this text; (2) extend the work of the BA task force, especially with the target of developing internships to give students a better command of the core study necessary for particular career
applications; (3) coordinate writing expectations with required writing courses in general education to ensure a continued improvement in writing beyond the basic level in mechanics.

5. Summary of Assessment Results with Focus on Program Improvement

<table>
<thead>
<tr>
<th>LATN/CLAS 300</th>
<th>Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Average Assessed</td>
<td>39</td>
</tr>
<tr>
<td>Outcome 1: Knowledge</td>
<td>96% adequate or above</td>
</tr>
<tr>
<td>Outcome 2: Writing</td>
<td>93% adequate or above</td>
</tr>
<tr>
<td>Outcome 3: Comm./Critical Thinking</td>
<td>97% adequate or above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLAS 401</th>
<th>Fall 2011-Spring 2012</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Assessed</td>
<td>14</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Outcome 1: Knowledge</td>
<td>88% adequate or above</td>
<td>100% adequate or above</td>
<td>91% adequate or above</td>
</tr>
<tr>
<td>Outcome 2: Writing</td>
<td>83% adequate or above</td>
<td>60% adequate or above</td>
<td>100% adequate or above</td>
</tr>
<tr>
<td>Outcome 3: Comm./ Critical Thinking</td>
<td>83% adequate or above</td>
<td>90% adequate or above</td>
<td>100% adequate or above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLAS 401</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Assessed</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Outcome 1: Knowledge</td>
<td>100% adequate or above</td>
<td>87% adequate or above</td>
</tr>
<tr>
<td>Outcome 2: Writing</td>
<td>100% adequate or above</td>
<td>77% adequate or above</td>
</tr>
<tr>
<td>Outcome 3: Comm./Critical Thinking</td>
<td>90% adequate or above</td>
<td>92% adequate or above</td>
</tr>
</tbody>
</table>

**CLOSING THE LOOP**

2011-2012: Based on the data and discussion of Classics faculty at end of the year departmental meetings, the faculty made the following curricular revisions: (1) 300 level students were introduced to strategies for and practice in oral presentations; (2) all 300 level courses in both language and civilization required a paper and writing projects, which together total 12-15 pages of formal graded writing; (3) CLAS 401, a major course for summative assessment and taken mostly by seniors, was offered in the fall semester only, and therefore students who did not meet standards had the opportunity to take another advanced course with assessment assignments. Remediation was therefore possible. The faculty could through advising direct underperforming students into appropriate courses.

2012-2013: Compared to 2011-2012, performance levels improved for the categories of Knowledge and Critical Thinking /Communication, but fell for the category of Writing. Based on the data and discussion of Classics faculty at end of the year departmental meetings, changes were made in the curriculum to introduce students to research resources and their analysis earlier in their studies, specifically at the beginning of the 300 level. Also at the beginning 300 level students were introduced to strategies for and practice in oral presentations.

2013-2014: For the past two years the assessments for Knowledge and Critical Thinking met or exceeded targets. The curricular revisions made (2011-2013) appeared to have a positive effect. Further, currently LATN 301 is required for all A.B. Classics majors as the first 300-level reading course. Based on the data and discussion of Classics faculty at end of the year departmental meetings, the faculty decided to eliminate this requirement in order to provide students more flexibility in their choice of a first 300 level course.

2014-2015: For the past three years the assessments for Knowledge and Critical Thinking met or exceeded targets. Scores for Writing also improved. Specifically, 300 level CLAS students were introduced to strategies for and practice in oral presentations, and all CLAS 300 level courses required a paper and writing projects. Based on the data and discussion of faculty at end of the year departmental meetings, faculty decided to apply the same revisions
to LATN 300 courses. The department chair charged a faculty task force to undertake a revision of the Latin curriculum designed to improve programming in the 100-200 level Latin language courses.