2016-2017 Annual Report

Department of Classics

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I. Status of the Discipline from a National Perspective

Past
To contextualize the current issues and status of the discipline, a discussion of some of the underlying elements within the discipline is helpful.

The field of Classics is born from the earliest traditions of western education and formed the cornerstone of higher education in the US from the beginning. Over the course of several centuries, higher education became more compartmentalized and specialized – focusing upon a structure that included general education courses with a specialized major area of focus.

Accordingly, the study of ancient Greek and Roman civilization formed its own structure, largely developed within the German universities of the 19th century. It was understood by these scholars that the fragmentary evidence from these civilizations required critical analysis and exegesis, and that different types of evidence provided their own benefits to understanding the past, while at the same time presenting their own unique requirements for critical analysis. The emerging approach was termed Altertumswissenschaft. Early American classicists, such as Basil Gildersleeve (a student of the College of Charleston), brought this model to the United States, which formed the underlying expectations of the discipline. Today, Classics holds to this model as the ideal, with the notion that a full approach to classics is realized via critical analyses of the tripartite components of the field (history, philology, archaeology), combined with judicial synthesis of these evidentiary elements to arrive at the most complete understanding of the past.

At the same time that Gildersleeve was training the first generation of American classicists, higher education was also increasingly gaining specialization. The Morrill Act of 1862 established land grant universities, which were intended to provide education in the practical and liberal arts. Increasingly, the pressures of the Industrial Revolution placed emphasis upon those studies that provided society with a workforce capable of addressing the needs of the 19th and 20th centuries. STEM fields were essential to the building of modern infrastructure, defeating fascism, and putting a man on the moon. In the late 20th/early 21st century, technology revolutionized society in ways unseen since the printing press, further emphasizing the needs for these fields for the furtherance of civilization.

Present
The shift toward increased professionalization has shifted attention away from liberal arts majors that do not easily translate into viable career paths in the minds of society. Within this climate, classics often views itself as a discipline under siege. Once held as the cornerstone of higher education, it has been viewed over the years as the place to study civilization long-dead and their obtuse dead languages, and the playground of elite society, of little relevance to the day-to-day troubles and issues facing a dynamic and increasingly technological, multi-cultural, and interconnected world society. Over the years, departments have contracted, been outright eliminated, or folded into departments of history, world languages, or area studies as the needs of the world have shifted to workforce training in STEM and business.
This movement is in contradiction to data suggesting a need for the skills provided by a strong liberal arts education.\(^1\) In a 2015 survey for the American Association of Colleges and Universities, nearly half of executives surveyed\(^2\) noted educational breadth as the most important need for long-term success, as opposed to skills/knowledge that apply to a specific field or position.\(^3\) Other outlets report a regular drum-beat of reasons for emphasizing humanistic disciplines as applicable for the 21st century job market,\(^4\) or as a means for classics in particular to improve overall educational outcomes.\(^5\)

In many ways, classics has not helped itself. It has clung to its role as the guardian of western civilization, a 19th century conceptualization of its curriculum, and a power structure that holds to its roots in elite ivy-league schools focused upon the ‘Great Tradition’ put in place in the early 20th century by Gildersleeve and others.

Broadly speaking, programs have survived mainly in one of two ways. By holding fast to tradition, Latin and Greek is emphasized with a smattering of civilization courses. These programs are small and consist of a few faculty. In other cases, languages are a small component of the program, and record large enrollments in civilization – often geared towards general education or other broad interests. In both of these instances, major programs in classics are either non-existent or form a small portion of the population. They conform to the prevailing popular conceptualization of classics as being either a study for the enlightened few or a curiosity worthy of a class or two but little more.

There is a third way. Attune to the needs of the 21st century, programmatic offerings include major tracks encouraging high-impact experiences, and focus upon the ways in which the study of past complex multicultural civilizations can impact an understanding of our own. Course offerings are

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\(^2\) Online poll conducted by Hart Research Associates from November 3 to 11, 2014. 400 executives at private-sector and nonprofit organizations with 25 or more employees.

\(^3\) Hart Research Associates, “Falling Short? College Learning and Career Success. Selected Findings from Online Surveys of Employers and College Students.”


balanced with strong, consistent offerings in Greek, Latin, and civilization at all levels. These programs typically embrace the interdisciplinary essence of classics, going beyond the traditional tripartite divisions of the discipline to engage in programmatic development of cognate disciplines such as art history, history, archaeology, anthropology, literary studies, philosophy, political science, and religious studies. Several major tracks are offered, focusing upon the traditional curriculum, but also tracks geared towards students interested in wider industrial sectors such as business, informatics, and professional fields beyond the academy. Some of these programs are found within large research institutions with graduate programs which serve to supplement enrollments in upper-level courses. Those found in primarily undergraduate institutions have strong brand recognition by virtue of being at private or elite institutions and/or holding strong ties to secondary school programs. These programs, tied to the curricular roots of the Great Tradition, have nonetheless recognized that the essential meaning of ‘classic’ means not only something that is of highest quality or remarkably instructive, but it is also something that is in enduring and has relevance and applications to the present.

Classics at the College of Charleston fits into this third model:

- The Department consists of a number of faculty representing a wide array of specializations within the classic tripartite divisions of the field. This breadth of specialization provides expertise across the breadth of the discipline and they ways in which Classics can effectively engage within the institution and within society writ large.

- Classics holds a central place within the institution, connected with other units via curricular, research, and co-curricular activities. In terms of curriculum Classics engages with a variety of programs in the social sciences, humanities, arts, natural/computational/mathematical sciences, business, and education. Many of these disciplines count classics courses as a part of their major/minor programs, or their students are engaged within the AB program, high impact experiences, or within the classics program as minors or second majors. The Department considers it role as a contributor to the education of the entire student body as central to its mission. The Department consistently offers courses in the FYE (and was one of the first participants), and offers courses that are applicable to General Education requirements in foreign language, humanities, and history. Classics is viewed as a model program in integrating language and culture within the freshman experience and its overall curriculum.

- Classics engages substantially with other units/faculty on a variety of research and co-curricular initiatives. Classics engages in collaborative research with individuals within historic preservation, geology, anthropology, and computer science; participates in school- and institutional-wide initiatives to strengthen interdisciplinary engagement, sponsors an annual ‘Classical Charleston’ lecture series that has involved a variety of entities across the institution, and increasingly engages with local/state partners on matters relating to Classics.

- The Artium Baccalaureatus degree (AB), available to any student regardless of major, requires 24 hours in Classics (18 hours in either Greek or Latin, 6 hours in civilization), and is the oldest and most distinguished undergraduate degree at the College.

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6 e.g., accounting, archaeology, art history, anthropology, biology, computer science, education, film studies, geology, historic preservation & community planning, history, philosophy, political science, public health, urban studies, and women’s and gender studies

7 Research Group for the Spatial Humanities, Charleston Association of Medieval Scholars, Committee on Multi- and Inter-Disciplinarity

Courses are available at every level of the curriculum every semester in ancient Greek, Latin, and civilization - often with multiple sections. The department manages these offerings with efficiency, logging a student-to-faculty ratio well above institutional norms.

The BA Classics tract, re-designed in 2016-17, provides a structure that presents classical civilization in a way that cultivates the study of these cultures within the context of the modern, and requires high-impact experiences that assist students into economic sectors of their interest.

The Lowcountry contains upwards of a dozen Latin programs in the secondary school. A majority of these are staffed by College of Charleston alumni, providing a facile network for recruitment and engagement.

The Department is well-supported by a growing partnership of friends and alumni, financially contributing to programmatic and student retention efforts. 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); in addition to Mitch Cordes, Allen and Barbara Jackson, and a growing list of alumni, faculty, and friends. Classics is most grateful to all its friends and supporters.

The Department holds facilities for the cultivation of a strong ethos of student-faculty engagement. RAND 301B serves as a classroom/seminar room with open study space for students, and is equipped with AV and conferencing capability. RAND 308D includes an advanced research/writing lab for faculty-student collaboration, containing all the major texts in Greek and Latin and 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. Faculty attached to the Center for Social Science Research regularly engage with students in the areas of geospatial applications and digital humanities. 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.

Future

Impacting the Discipline
Given the strength of the Department in programming, curriculum, enrollment, and faculty, the Program has the opportunity to impact the future of the discipline. Our successes in developing a strong program are not typical, and merit wider discussion and application. The strength of classics as a discipline is the means by which the field balances itself between the traditional approaches to its subject and the innovation in which new methods and approaches are adopted, incorporated into the discipline, and contextualized within the modern world. Classics at Charleston has significant contributions to provide the field.

Impacting the College
The College of Charleston is increasingly being spoken of as a comprehensive undergraduate university with a tradition in the liberal arts and sciences. While this is descriptive in terms of its size and focus, evocative of several of the Carnegie classifications within which the College is placed, it is a label that holds some caution. Within this designation is predominantly found institutions that are comprehensive in the breadth of undergraduate programs, provide graduate or other programs that target local/regional needs, and are in many ways focused upon impacting the educational benefits of the local region. These institutions are affected by a decline in state support, coupled by a decline in enrollment. To compensate, a strategy has been to focus upon programs that bring a distinctive
mission to the institution. For some, this is bending to the needs of the students and region (e.g., Clarion University). For others (e.g., Mansfield University), it is a focus upon the liberal arts or other elements that bring distinction to the institution.

The College is familiar with these conditions and is increasingly financially sensitive to enrollment and retention numbers. In 2015, the College had a 77% acceptance rate, and an enrollment rate of 24%. Retention is reported as 79%. We are accepting more, yet fewer of those students are coming, and nearly a quarter of our students do not return. For a successful outlook, the institutional yield (the number of accepted students who enroll) needs to rise, and we need to retain the students once they walk under Porter’s Lodge.

The number of higher education options in the Charleston region is extensive, running the gamut from for-profit technical to major research institutions. For its population, competition is fierce. Turning to the option of supplying local needs within a regional context needs to be pursued, but is not a complete solution to long-term success of the institution or overall health of the state. Marketing the institution regionally leads the institution to obscurity, and does little to encourage high quality students to remain in the state, nor for talented individuals to relocate. For longterm success, the institution needs to identify programs of distinction – those elements that are nationally or regionally (beyond the Lowcountry) pre-eminent, and/or because of Charleston’s unique cultural/ecological niche bring a unique learning experience unparalleled by other institutions. Such programs will provide a marketing message that transcend the Lowcountry to the broader state of South Carolina, southeastern US, and the nation as a whole.

Within this strategy, Classics makes its mark as a program of distinction. Compared nationally, the program ranks highly, and it is without peer within the state. Aggressively marketing Classics within admissions and other materials would add to the recognition of the College as an institution with a liberal arts core, and assist in attracting high performing students to the College that would otherwise be attracted elsewhere.

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II. Program

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.

- Approved by the Roster Faculty of the Department of Classics, January 16, 2007.
- Revisions approved by the Roster Faculty, October 7, 2014

Priority strategies and tactics in the College’s strategic plan
The Department of Classics contributes to a majority of the strategies of the College’s Strategic Plan:

- STRATEGY 01: ENHANCE THE UNDERGRADUATE ACADEMIC CORE.
- STRATEGY 03: DEVELOP AND RETAIN A HIGHLY QUALIFIED AND DIVERSE FACULTY AND STAFF.
- STRATEGY 04: RECRUIT, ENROLL AND RETAIN AN ACADEMICALLY DISTINGUISHED, WELL-PREPARED AND DIVERSE STUDENT BODY.
- STRATEGY 08: COLLABORATE WITH LOCAL, NATIONAL AND INTERNATIONAL INSTITUTIONS TO LEVERAGE HIGHER EDUCATION FOR A STRONGER SOUTH CAROLINA.
- STRATEGY 09: ESTABLISH CAMPUSWIDE POLICIES AND PRACTICES TO GENERATE NEW RESOURCES AND FOSTER GREATER SELF-SUFFICIENCY.
- STRATEGY 10: PURSUE NATIONAL RECOGNITION FOR THE COLLEGE OF CHARLESTON’S PERSONALIZED LIBERAL ARTS AND SCIENCES EDUCATION AND FOR THE DISTINCTIVE FEATURES OF ITS UNDERGRADUATE AND GRADUATE PROGRAMS.

As an academic unit, its highest priority is upon the enhancement of educational and research opportunities for its students and faculty (strategies 1 and 3), and to leverage these activities to the furtherance of the Institution’s overall fiscal health and its wider standing within higher institution (strategies 4, 8, 9, and 10).

In furtherance of these strategies and the pursuance of the Strategic Plan as a whole, the Department has actively contributed to the following tactics found within the Strategic Plan:

1.01 Provide each student a personalized experience that integrates classroom learning with at least two of the following: research and creative activities, civic engagement, study away, internships and peer education.

The Department has a long-standing commitment to a curriculum and rapport with students that emphasizes the advising and mentoring of students to ensure an educational pathway that maximizes the likelihood of success within the program and beyond. Small class sizes and mandatory advising
with majors have been key to this success. All students are required to take CLAS 401 (Research Seminar) in fulfillment of their capstone requirement for both the BA and AB majors. The research programs of its faculty, particularly within classical archaeology, routinely engage students within research activities – either via ad hoc or voluntary opportunities, within independent studies, or as paid research assistantships funded via external grants, URCA, or other resources. The level to which classics students experience a personalized educational experience is high. In addition to the general departmental culture, the Department initiated additional components in 2016-17:

- BA major in Classics – the major program designed to accommodate students with an interest in classical civilization but who have professional plans outside the designs of advanced study in the discipline or related fields – expanded its capstone requirement to include opportunities for internships, research experiences, and independent studies. New courses were designed to manage these experiences, and the courses for archaeological fieldwork were streamlined and strengthened (see Appendix I).
- To improve the opportunities for study abroad, Department supported initiatives to have College Year in Athens (CYA) obtain affiliate status with the College. CYA is one of the oldest and most respected study abroad programs in Greece, with a well-hewn tract record in providing high-quality education and experiences in Greece. This action enhances study abroad opportunities for students across campus, particularly those in the fields of Classics, History, Art History, Environmental Studies, Anthropology, Political Science, Archaeology, and International Studies.
- The Department initiated a program of peer education for introductory courses in Latin and ancient Greek. Supplemental instructors are now assigned for these courses, forming a pilot program for this form of peer education within the context of foreign language instruction.

1.02 Enhance undergraduate academic programs that are strongly linked to the history, traditions, culture and environment of Charleston and the Lowcountry, such as new undergraduate majors in African-American Studies and sustainability. The College of Charleston has an historical grounding within the liberal arts, and Classics is central to this identity. The Department administers the Artium Baccalaureatus degree, the original degree awarded by the College. As of spring 2017, 105 students from all 5 schools of the College are pursuing this degree.

1.08 Support foreign language initiatives that combine language skills with study of global cultures and world affairs as well as professional education. Intensify introductory and intermediate language courses and expand instruction in strategic languages. Classics has been viewed for some time as an example to follow when integrating the study of global cultures and world affairs with foreign language. Students of Greek and Latin are exposed from their first days in the classroom with a rich dataset of a globally interconnected and multi-cultural society. Students in intermediate and advanced courses, in particular, deal straight on with the writings of the Greeks and Romans addressing matters relating to the human condition. These language courses are supplemented with courses in Greco-Roman civilization that further deepen understandings of these cultures.

In 2016-17, the Department implemented a revision of its introductory and intermediate Latin curriculum, intensifying the introduction of grammar and syntax and deepening the cultural context and understanding through the reading of original texts.
1.10 **Continue to develop select online undergraduate courses and programs.**

In spring 2017, the Department of Classics began teaching CLAS 111 (Medical Terminology) as an online course, and expanded its online offerings in Maymester with the inclusion of CLAS 102 (Roman Civilization). Online sections of CLAS 111 will be offered in the second summer session of 2017. It is anticipated that this course will be regularly offered as an online course going forward. It is a goal of the Department to increase the number of faculty trained in this form of course delivery in the coming academic year, enabling further online content in the future.

1.13 **Embed global competencies into general education and major requirements.**

The Department of Classics revised the BA Classics major in 2016-17, effective for new majors in fall 2017. Within these revisions, distribution requirements were added that embed a global perspective to their study of Greco-Roman civilization.

4.09 **Establish a communication and mentoring network that engages alumni, current students and prospective students.**

In 2016-17, the Department upgraded its alumni database to improve communications and the broader network of alumni, students, and faculty.

8.02 **Expand study abroad opportunities for students through bilateral and consortium agreements, College programs abroad and joint-degree programs with foreign universities.**

In 2016-17 the College of Charleston entered into a consortium agreement with the American College of Greece, an institution in Athens, Greece accredited by NEASC with degrees offerings in business, liberal arts, and fine arts. The College further established affiliate status with College Year in Athens, one of the oldest study abroad institutions in Greece, which particularly focuses upon curricula in classics, archaeology, anthropology, international studies, and environmental studies.

8.05 **Establish additional relationships with PK-12 schools exemplified by established partnerships with area schools and districts.**

In 2016-17, Dr. Andrew Alwine assumed the role as Vice President for the state of South Carolina within the Classical Association for the Middle West and South (CAMWS). This position places Dr. Alwine (and the Department, by extension) as the entity responsible for coordinating PK-12 and higher education programs in classical studies within the context of one of the largest professional organizations for classics in the country.

8.06 **Continue to develop partnerships with the business community toward the goal of collaboratively promoting economic development.**

As a part of the BA Classics revision, the Department of Classics established a course for internships, which can count towards the high impact experience requirement for the BA. Further development of networks and partnerships with the business community is a goal for the 2017-18 academic year.

9.05 **Educate, engage, energize and excite the College base of parents and alumni, including active participation by campus advisory committees and boards, in support of fundraising initiatives.**

The Department was an active participant in the Foundation’s fundraising initiative in February, 2017, which energized and engaged faculty, alumni, and friends of Classics, and provided a springboard for further actions to be taken in the 2017-18 academic year.
10.02 Achieve consistent and widespread (state, regional and national) recognition of the College of Charleston as an exceptional public liberal arts and sciences university that provides the academic rigor, student experiences and prestige of a private liberal arts college along with the opportunities, advantages and affordability of a public university. Making the case for state/regional/national recognition is a ‘soft’ claim, dependent upon many factors – some quantitative, some qualitative, and in many cases subject to equivocation. However, there are factors that can be considered as signs of a strong program:

- Enrollments
- size of faculty
- breadth of program offerings (type of major tracks and type of courses offered
- engagement/prominence of the department via research, national service
- student placement in graduate programs.

The College of Charleston possesses one of the strongest Classics programs in the nation, in terms of enrollment in Greek and Latin.  

![Graph of Latin and Greek enrollments](image)

**Comprehensive undergraduate institutions, limited MA programs**

Within the institutions classified as comprehensive undergraduate, limited MA programs in 2010 (N=56), the College had the highest enrollment of Latin and Greek in the nation. When factoring in enrollment (only 3 institutions reported enrollment over 10,000), CofC ranked 8th (top 14%).

![Graph of percentage of enrollment](image)

**Institutions with no graduate program in Classics, over 5,000 students enrolled**

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When compared against all institutions reporting Greek and Latin at the undergraduate level only (no graduate programs) and overall enrollments over 5,000 (N=294), the College ranked 4th – both as a percentage of enrollment and in overall numbers (top 1%).

Among all institutions reporting Greek and Latin at all levels (graduate and undergraduate), regardless of size or Carnegie designations (N=814), the College of Charleston ranked 15th in the nation (top 2%) in undergraduate Latin and Greek enrollment. Many of the institutions within this group consist of large research institutions with MA or PhD programs in classics.

The group of institutions identified as ‘peer’ by the College of Charleston further illustrates the unique placement of Classics at CoC. Only one institution among the peer group record enrollments with a comparable range (Mary Washington University).

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12 When compared as a percentage of overall enrollment for all colleges and universities, the College ranked 219th (top 27th percent). The extreme drop is attributable to inclusion of seminaries within the global dataset, which by virtue of their small size and requirements in Greek and Latin skew the data.

13 Mary Washington University, University of North Carolina, Wilmington, Elon University, James Madison University, University of Tampa, Appalachian State University
Among aspirant institutions, Classics at CofC is in a class by itself. We enroll more in Latin and Greek as measured by total numbers and as a percent of the total student population, and in general hold greater size and diversity of specializations among the faculty.

In terms of our **size as measured by faculty**, Classics approaches the averages for primarily research-oriented institutions (CofC = 8.5; ‘primarily research’ = 9.8; ‘comprehensive’ = 5.2). Among competitive institutions, CofC ranks behind the large research I state institutions with graduate programs (Georgia, UNC-CH, Penn State, Colorado). When factoring enrollment, CofC and Tulane are the largest.

The College offers a **breadth of courses**, a **diversity of major tracks**, and a **balanced curriculum**. The College offers major tracts that focus on civilization (BA Classics), ancient Greek and Latin (AB Classics) and secondary language education (EDCL). This is rare among institutions nationally. The Department ranks highly in terms of breadth of courses and a curriculum balanced between

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14 Boston College, University of New Hampshire, Miami University – Oxford, College of William and Mary
languages and civilization. Generally speaking, programs offering a preponderance of their courses in classical civilization tend to have fewer sections and less developed programs in ancient Greek and Latin, of the courses in civilization, the offerings trend towards introductory and Gen Ed courses, exceptions being those institutions which have graduate programs in classical archaeology where advanced undergraduate/lower-level graduate courses are found (UNC-CH). Programs that are solely or vastly weighted towards language courses tend to be small programs with limited capacity to move beyond introductory or intermediate languages. In terms of balance, UGA and CofC hold similar proportions, suggesting a robust program in language instruction, paired with a complementary offering in civilization that serves major requirements, General Education, and other cognate programs.

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. Samuel Flores (Ph.D., Ohio State University) joined the Department, 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.

Beyond our major tracks and course offerings, Classics is advantaged by its grounding within the foundational spirit of the College. 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 106 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 92 students, Classics is one of the top-ranking programs on campus in the production of a minor.
The Department is visible via research and national service. Over the past 5 years (July 2012 – June 2017), the department has produced 2 books/monographs, 14 peer-reviewed articles or chapters, and presented 36 professional papers at national/international conferences. Its members are involved on review boards for prominent journals or research facilities, are sought out for the review of manuscripts for prominent journals and presses, sit on national committees, and are officers in national professional organizations. These activities place the Department of Classics within national discussions on the state and future of the discipline writ large.

Our students place within graduate programs. Within classics, competition for graduate programs is high, requiring high performance in the classroom (3.75 gpa is a safe ‘cut-off’ point) and significant research and other high impact experiences in or outside the classroom. It is typical for students to be accepted into a stand-alone MA program before progressing to a PhD. Acceptance directly into PhD programs is extremely rare. In the last 5 years (2012-17), 16 students have accepted offers to 11 separate graduate programs in classics or related disciplines. Five of those students were directly accepted into PhD programs. This represents 29% of those graduating over those same years (N = 56).

The preceding measures point towards the Department of Classics as a program with widespread regional and national recognition, ranked highly in terms of enrollments, breadth of program, visibility of its faculty, and quality of its students.

The Department of Classics is the flagship program in Classics for the state of South Carolina, and actively competes in size of program against identified competitors of the College. Size, youth, balance, and place bring tremendous power to Classics at the College of Charleston. 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. USC-Columbia does not have a stand-alone Classics Department; its 7 classicists form a part of the Department of Languages, Literatures, and Cultures. Clemson has no classicist. Other institutions in the state demonstrably trail in terms of faculty size, enrollments, and overall breadth of programs.

Our closest and most consistent peers concentrate on undergraduate education, maintain a roster faculty on average of 5 - 9 members and offer a major in Classics consisting of multiple tracks.17

16 University of North Carolina–Chapel Hill, Texas Tech University, Fordham, University of Florida, University of Kentucky, University of Indiana, Florida State University, Western Michigan, University of Pennsylvania, University of Manitoba, New York University. This does not include offers from institutions which were declined (e.g., University of Colorado, University of Chicago, Tulane, University of Texas–Austin and others).

17 In fall 2016 programmatic research was undertaken to identify peer institutions for Classics. Step-wise clustering analysis was performed using:

- the presence of majors (Civilization, Language, and Teacher Education)
- N of sections in Latin, Greek, and Civilization
- fall 2010 headcount
- N of tenure-track faculty
- N of total faculty in classics
- N of tenure-track faculty per 10,000 students

24 potential peer institutions were included in the analysis. Of these, the College of Charleston clustered with CUNY-Brooklyn, the University of New Hampshire, Grand Valley State University, and the University of Mary Washington. All of these institutions offered degrees equivalent to our EDCL and AB CLAS; 3 of the 5
Furthermore, the expense of a private education limits access to these programs to only a select few. It is of great value to the state of South Carolina and the wider region that Classics has a public forum at the College of Charleston.

Beyond these measurable, we are not a “greying” Classics Department. The faculty consists of 3 full and 4 assistant professors. One of the assistant professors will stand for tenure and promotion to associate professor in AY2017-18, and two others will undergo 3rd-year review. The combination of youth and experience produces an environment where the department is actively productive in research and capable of providing mentorship to junior faculty, and contributes to wider leadership with the College and discipline. This balance predicts a promising future.

**Program goals and their relationship to the College’s strategic plan**

The Department has the following goals in place for the upcoming academic year:

- Review the efficacy of changes made to the Latin curriculum in 2016-17 (Strategy 1, tactic 1)
  - monitoring retention of Latin students in the introductory and intermediate courses
  - assessing learning outcomes in LATN 202
  - comparing those outcomes to prior years to determine whether the curricular changes in Latin influenced retention and/or preparation for advanced readings in Latin.
- Implement the BA Classics revisions (Strategy 1, tactic 1; Strategy 4, tactic 9; Strategy 8, tactic 6)
  - Develop advertising and marketing materials for the revised program
  - Coordinate with the Career Center to establish internship and mentoring opportunities
  - Revise assessment measures for the major
- Initiate a curricular change to the ancient Greek program (Strategy 1, tactic 1)
- Assess potential changes to the AB Classics degree (Strategy 1, tactic 1)
- Undergo a successful Departmental Review (Strategy 1, tactic 6)
- Improve the connections and communications between PK-12 educators and the College (Strategy 8, tactic 5)
- Improve connections between alumni and friends of the department (Strategy 9, tactic 5)
- Expand the role of Classics in the recruitment of students to the College (Strategy 10, tactic 1, 2, 3, 6, 9)

The general focus in the coming year will be review major programmatic changes made in 2016-17 and leveraging the strengths of the department to increase recruitment of students to the College and the improvement of our ties to SC PK-12 schools in order to strengthen the overall health of education across the state.

**Student Learning Outcomes in Classics [A.B. Classics; B.A. Classics]**

In 2016-17, the same learning outcomes were applied to both the BA and AB major tracks in Classics.

---

offered a degree in equivalent to our BA CLAS. Departmental size averaged between 7 and 8, and taught on average 18 civ, 6 Greek, and 11 Latin sections in 2015-16. Actual enrollment numbers were not used within this analysis. When this factor is considered, Mary Washington is the closest peer institution to the College in terms of departmental size, types of programs offered, and overall balance of course offerings.
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.
- **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.

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.
- **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.

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.
- **Measurement 3.2** [CLAS 401]: The student will give a 7-10 minute oral presentation on an assigned or approved research topic.
III. 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, reinforcing the Department’s standing as the flagship program in South Carolina and a pre- eminent national program.

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 2016-2017 featured content in Greek, Latin, classical culture, ancient history, urban studies, women and gender studies, classical archaeology, and public health—coverage not found in any institutionally-identified 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>Course</th>
<th>Level</th>
<th>No. of Sections</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>LATN 101-102*</td>
<td>Elementary</td>
<td>10</td>
<td>195</td>
</tr>
<tr>
<td>LATN 201-202</td>
<td>Intermediate</td>
<td>6</td>
<td>119</td>
</tr>
<tr>
<td>LATN 300-400</td>
<td>Advanced</td>
<td>4</td>
<td>62</td>
</tr>
<tr>
<td>* Includes FYE LC/linked with CLAS 102</td>
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<td></td>
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<thead>
<tr>
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<th>No. of Sections</th>
<th>Enrollment</th>
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<tr>
<td>GREK 101-102</td>
<td>Elementary</td>
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<td>35</td>
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<tr>
<td>201-202</td>
<td>Intermediate</td>
<td>2</td>
<td>18</td>
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<tr>
<td>300</td>
<td>Advanced</td>
<td>2</td>
<td>8</td>
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<thead>
<tr>
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<th>Level</th>
<th>No. of Sections</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>CLAS* 100**</td>
<td>Elementary</td>
<td>9</td>
<td>542</td>
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<tr>
<td>200</td>
<td>Intermediate</td>
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<td>75</td>
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<tr>
<td>300/400</td>
<td>Advanced</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>* Includes -- courses counted for Archaeology, -- for Urban Studies, and 1 for Historic Preservation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>** Includes FYE LC/linked with CLAS 102 and LATN 101</td>
<td></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
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<th>Level</th>
<th>No. of Courses</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 231, 232</td>
<td>Intermediate</td>
<td>2</td>
<td>70</td>
</tr>
<tr>
<td>HIST 370 (spring)</td>
<td>Advanced</td>
<td>1</td>
<td>14</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>No. of Courses</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYSM 113</td>
<td>Elementary</td>
<td>1</td>
<td>21</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>No. of Courses</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 200</td>
<td>Intermediate</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

**TOTALS** 47 1,217
Summary of Enrollment Data

Breadth of Courses, High Student-per-Course Enrollment. The total number of departmental course/sections offered were slightly above previous 5-year norms.\(^{18}\) Five courses were taught for History (HIST), FYE (FYSM), and Women and Gender Studies (WGS) which is within normal historical trends. The average student-per-course/section was 26.1, which is above the 5-year average of 24.9. The Department performs at a higher average than the school (LCWA = 16.8), and clusters with other programs that offer a large number (if not wholly) culture-related courses (AFST, JWST, LACS, INTL). When looking to the amount of student credit hours generated adjusted for the number of faculty per unit (IFTE), Classics outperforms the averages for the areas studies programs in LCWA,\(^{19}\) the language-focused programs,\(^{20}\) the overall LCWA average, and CofC average.

Latin Exceeds National Norms. 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 18.8, although several 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 (181 [2016-2017] 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

\(^{18}\) 45 (2011-2012); 43 (2012-2013); 47 (2013-2014); 44 (2014-2015); 42 (2015-2016); 44.2 (5-year average).

\(^{19}\) AAST, AFST, EUST, INTL, JWST, LACS

\(^{20}\) ASST, FREN, GRMN, HISP, IIST
competently at the upper levels. The Department has offered multiple sections of Latin at the advanced level for over 10 years. **This is an extremely rare feature of Classics departments without graduate programs.** Those departments with graduate programs tend to augment upper-level Latin undergraduate courses enrollments with graduate students.

Greek, Despite Size, Shows Potential. Greek enrollments are more challenging for any program and ours is no exception. The average student-per-course/section for Greek was 8.7. This is lower than the 2015-16 average of 11.4. The total enrollment in Greek for the year (61) was below the five-year average of 77.6. Reviewing the annual enrollments when adjusted for overall institutional enrollment presents an oscillating pattern in which 2016-17 would have been a low point of the trend. The rolling 5-year average remains relatively stable. Nonetheless, actions are being taken to improve enrollments and retention (see Goals for the Future).

When compared to national averages, nationally, the Greek program shows comparative strength. Adjusting the MLA data for ancient Greek for the total fall enrollment in 4-year degree-granting institutions of higher education suggests that Greek students never account for more than .3% of the population, which is consistently a lower rate than what is found at CofC. The program offers multiple sections of introductory Greek and consistently offers advanced Greek courses every semester. Numbers relevant to national averages and the breadth of coverage (introductory, intermediate, and advanced courses

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21 National enrollment data in Greek compiled from the Modern Language Association (MLA), Language Enrollment Database, https://apps.mla.org/enroll_data_comb, accessed 3/28/2016. For a description of the survey by which the MLA data were collected, see David Goldberg, Dennis Looney, and Natalia Lusin, Enrollments in Languages Other than English in United States Institutions of Higher Education, Fall 2013 (New York: Modern Language Association, Association of Departments of Foreign Languages, 2015).

National enrollment data was obtained from the U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 through 1985; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-ED:86-99); IPEDS Spring 2001 through Spring 2015, Fall Enrollment component; and Enrollment in Degree-Granting Institutions Projection Model, 1980 through 2025. (This table was prepared February 2016.)
every semester) positions the Department to lead in developing a nationally-recognized Greek program.

Civilization is Strong. The main area of growth has been in classical culture courses, from a five-year-average of 473.6 (2001/02 – 2005/06) to 746.6 (2012/13 – 2016/17) – an increase of 68% over a 12-year period when adjusted for enrollment fluctuations at the College. Marking the difference from when the program moved from 3 to 5 roster faculty (enabling an increase in the number of civilization courses) yields a 61.2% increase from 2008 to 2016. This is a significant increase, and is working independently of enrollment fluctuations at the institutional level. 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. 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. At the 200- and 300-level, a shift in patterns has developed in the last 3 years. Prior to 2014-15, the two categories give the appearance of being negatively correlated – when enrollments were up at the 200-level, they were down at the 300-level (e.g., 2012-13). From 2014 onwards, they appear positively correlated. Further investigation is required to determine what information, if any, this may impart to our scheduling or course offerings. While not outside of historical parameters, the lower numbers of enrollments at the 200- and 300-level are of interest. It is anticipated that recent revisions to the BA in Classics will increase these numbers as more students are attracted to this major tract.

E.g., Archaeology, Art History, Health Professions, Historic Preservation, History, Urban Studies, and Women and Gender Studies
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. Caps on courses are staged so that enrollments decrease in intermediate and upper level courses; 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, many of which are offered as independent studies (see Student and Graduate Highlights).

**Majors and Minors**

The Department of Classics offers a major in two tracks – 1 focused upon the civilization of the ancient Mediterranean world (BA CLAS) and the other focused on the ancient languages (Greek and Latin; AB CLAS). In addition, the Department liaises with the School of Education to support a degree in education with a focus on Classics, which meets the credentialing standards within South Carolina for secondary Latin instruction. Students may also minor in ancient Greek, Latin, Classical Civilization, or pursue an AB in Classics – all of which require 18 credit hours (or more) of courses in Classics.

<table>
<thead>
<tr>
<th>Major</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB CLAS</td>
<td>27</td>
<td>31</td>
<td>30</td>
</tr>
<tr>
<td>BA CLAS</td>
<td>9</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>EDCL</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>39</strong></td>
<td><strong>46</strong></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minor</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS</td>
<td>13</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>LATN</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>GREK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AB – not CLAS</strong></td>
<td>n/avail</td>
<td>81</td>
<td>75</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>92</strong></td>
<td></td>
</tr>
</tbody>
</table>

The number for classics majors remains relatively stable, within the high 30s to mid-40s. Despite the general stability, the ratio has changed over time. In 2010, there was a near 50/50 split between students pursuing the BA and AB. In spring 2017, the ratio of BA students has dropped to 21%. It is anticipated that the revisions to the BA degree will increase interest in pursuing this tract.

Numbers of minors remains stable. Beyond our major tracks and course offerings, Classics is advantaged by its grounding within the foundational spirit of the College. 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 106 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), the program altogether supports a total of 92 minors. As a whole, Classics is one of the top-ranking programs on campus in the production of a minor.
Curriculum Development
The 2016-17 academic year was an active year for curriculum development. The BA Classics major was revised to reinforce the programmatic goals of the major, and to increase opportunities for high impact experiences. This involved curricular restructuring at all levels of the major, the introduction of new courses, and a revision of student outcomes (see side-by-side comparison in Appendix I). As a part of this process, the following actions were taken:

New Courses:
- CLAS 200: Contemporary Research on the Mediterranean World
- CLAS 420: Research Assistantship in Classics
- CLAS 421: Field Methods in Classical Archaeology
- CLAS 450: Internship
- CLAS 498: Independent Study

Course Deactivations
- CLAS 221: Field Methods in Classical Archaeology I – replaced by CLAS 421
- CLAS 222: Field Methods in Classical Archaeology II – replaced by CLAS 421

Changing Course Name/Description/Prerequisites
- CLAS 256 changed name from “Ancient Satire” to “Satire”
- CLAS 356 changed name from “Ancient Roman Letters” to “Roman Letters”
- CLAS 242 changed name from “Images of Women in Classical Antiquity” to “Images of Women in the Classical World”. Description modified to emphasize multicultural component of the course.
- CLAS 253 changed name from “Ancient Epic” to “Epic”. Modified description to broaden the scope of the course to discuss the genre as a whole.
- CLAS 301 changed name from “Topics in Ancient Greek Literature” to “Topics in Greek Literature”. Modified description to allow for a broader selection of topics (such as Byzantine/Medieval Greek literature, comparative examples from modern Greek).
- CLAS 320 changes name from “State Formation in the Greco-Roman World” to “State Formation in the Mediterranean World”. Modified description to emphasize global and theoretical concepts.
- CLAS 324 change name from “Ancient Mediterranean Economies” to “Making, Movement, and Markets in the Mediterranean World”. Modified description to emphasize global and theoretical concepts.

CLAS minor list of courses were modified to bring the minor into parallel with the major. Consolidated the lists of approved Classics courses for the AB Classics, BA Classics, BA in EDCL, and Classics minor, and amended the list of classics courses applicable to the Artium Baccalaureatus
Departmental or Program Workload Productivity

The Department consists of the following individuals:

<table>
<thead>
<tr>
<th>Departmental Faculty &amp; Staff</th>
<th>Position</th>
</tr>
</thead>
<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>Flores, Samuel</td>
<td>Assistant Professor of Classics</td>
</tr>
<tr>
<td>Gerrish, Jennifer</td>
<td>Assistant Professor of Classics</td>
</tr>
<tr>
<td>Chapman, Fedelia</td>
<td>Administrative Assistant (Half-Time with Archaeology)</td>
</tr>
<tr>
<td>Johnson, Tim</td>
<td>Professor of Classics, Interim Dean of LCWA</td>
</tr>
<tr>
<td>Aaron Lipka</td>
<td>Adjunct Instructor of Classics</td>
</tr>
<tr>
<td>Lohmar, James</td>
<td>Adjunct Instructor of Classics</td>
</tr>
<tr>
<td>Morris, Frank</td>
<td>Research Associate of Classics and Emeritus Associate Professor</td>
</tr>
<tr>
<td>Newhard, James</td>
<td>Professor of Classics, Interim Chair of Classics, Director of Archaeology</td>
</tr>
<tr>
<td>Saunders, Anne</td>
<td>Research Associate of Classics</td>
</tr>
<tr>
<td>Sterrett-Krause, Allison</td>
<td>Assistant Professor of Classics</td>
</tr>
<tr>
<td>Zeiner-Carmichael, Noelle</td>
<td>Professor of Classics</td>
</tr>
</tbody>
</table>

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 (219.09 compared to 198.7).

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<tbody>
<tr>
<td>T/T</td>
<td>218.17</td>
<td>207.70</td>
<td>226.21</td>
<td>217.36</td>
<td>129.3</td>
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<td>Non-T/T</td>
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<td>114.25</td>
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<tr>
<td>Adjunct</td>
<td>253.85</td>
<td>244</td>
<td>240</td>
<td>245.95</td>
<td>221.67</td>
</tr>
<tr>
<td>Total</td>
<td>213.51</td>
<td>215.10</td>
<td>228.65</td>
<td>219.09</td>
<td>198.7</td>
</tr>
</tbody>
</table>

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 to course assignments; 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.

Additional, more immediate strains are occurring and foreseen owing in some respects to the Department’s success. In early 2017, Dr. Tim Johnson was appointed interim dean, and Dr. James Newhard was appointed interim chair (simultaneously holding the position as Director of Archaeology). The departmental offerings were reduced by one course in spring 2017, and additional teaching assignments were shifted to other faculty. In 2017-18, Dr. Noelle Zeiner-Carmichael was awarded a full-year sabbatical; Dr. Newhard a semester-long sabbatical (spring 2018). Given that Dr. Johnson remains as interim dean for the upcoming academic year, the 2017-18 workforce in classics will be severely curtailed. Steps have been taken to augment staffing by the hiring of adjunct instructors, but the strains to existing workload will be increasingly felt in the coming year.

**Adjunct/Visiting Instruction:**
Unfortunately, SCH/IFTE ratios exceed the Delaware peer group also in adjunct usage (245.95 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 several years ago. This lowered adjunct use, but adjunct usage still remains 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 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% of the total SCH generated by LCWA
- 22.1% of the LCWA contributions to FYE
- 46.7% of the LCWA contributions to HSS

The Department generates 9% of the total SCH generated by LCWA (extraordinary for a Classics program), trailing only French and Hispanic Studies. 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 nearly half for HSS (the most for any unit in LCWA).

**FYE and General Education**
The Department has developed a reputation across campus for its ardent support and leadership in the First-Year Experience. This year three of the seven roster faculty taught in the FYE. First-Year Experience courses in 2016-2017 linked introductory Latin with Roman civilization, and explored the concept of the family in ancient Mediterranean civilizations. As has been noted elsewhere, Classics contributes to the General Education of the Institution. Having courses count towards the
humanities and foreign language requirements would be expected. Classics, however, also teaches CLAS 105, which counts towards the history General Education requirement.

**Other Programs**

In addition to the FYE program, the Department made significant contributions to other programs on campus: four courses were taught for History (CLAS 105; HIST 231; HIST 232; HIST 370 [Spring]) and one for Women and Gender Studies (WGS 200); three courses (CLAS 104; CLAS 223; CLAS 226; CLAS 324; CLAS 343) counted towards the major in Archaeology; one for Urban Studies (CLAS 226), one for Historic Preservation (CLAS 104); and three sections of CLAS 111 for Public Health.

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

**Interdisciplinary Programs (Summary)**

Given its focus upon literary, historical, and archaeological evidence of the Mediterranean world, Classics is inherently interdisciplinary, combining elements represented in a variety of other programs. Courses taught in 2016-2017 contributed to programs in Archaeology, Urban Studies, History, Historic Preservation, and Women and Gender Studies. 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. 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. Classics supported College Year in Athens in obtaining affiliate status with the institution, which significantly improves the ability of students to undertake semester and year-long study abroad in Greece within a highly-respected program for classical studies and archaeology. Two students will be attending this study abroad program in the coming year.

Classics also offers archaeological internships in Greece, and supports applications to such programs offered through other institutions. As part of the BA Classics revision, the Department developed a specific course for internships, and is coordinating with the Career Center to develop a list of suitable opportunities for students looking to apply their understanding of complex social systems and other skills and talents honed by the study of Classics to a real-world experience.

**Tutorials:**

Our faculty exercises leadership roles in student-directed research on campus, and their students frequently present at conferences (see “Student Research Presentations and Papers” in section IV. Supporting Data). They are active in directing/mentoring Doctoral dissertations, M.A. theses, Honors Bachelor’s Essays, and offering other tutorials and independent studies.
Peer Education
In fall 2016, the Department partnered with the Center for Student Learning in a pilot program that implemented Supplemental Instruction (SI) within introductory Latin. This is the first time at the institution where SI was implemented for a foreign language (the model is typically found within the natural and mathematical sciences). Results of the pilot showed promising results, and was expanded in the spring to assist with ancient Greek. Most notably, the DFW rate was cut in half for those Latin students who took advantage of SI. In Greek, the average grade was 3.77 for SI students; 3.02 for those who did not use SI. Greek students employing SI had a 0% DFW rate. Given these encouraging numbers, SI will continue in the 2017-18 academic year, with the goal of providing additional baseline data helpful to improve overall instruction and to serve as a potential model for other languages.

Undergraduate Research
Classics maintains one of the few ancient glass labs in the country, the only such lab for an undergraduate program. Faculty attached to the Center for Social Science Research regularly engage with students in the areas of geospatial applications and digital humanities.

Distance Education
Classics is building its capacity within online education. Two of our instructors, Megan Alwine and Noelle Zeiner-Carmichael, completed the Distance Education Readiness Course in summer 2016. Megan is the main instructor for CLAS 111 (Medical Terminology), and began offering this course online in spring 2017. An additional online section was offered in summer 2017, and three online sections are scheduled for the fall. It is anticipated that this course will be offered wholly online going forward. CLAS 111 contributes to the major in Public Health. Dr. Zeiner-Carmichael piloted an online version of CLAS 102 (Introduction to Roman Civilization) in Maymester 2017. It is envisioned to maintain a traditional, classroom iteration of CLAS 102, and to offer online runs of this course as sensible to the workload demands of the faculty and as necessary for the maintenance of the CLAS programs.

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 20 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 2016-2017, the Department sponsored/co-sponsored lectures in archaeology and a colloquium (“Transformations: Perspectives in Roman History”) as part of its Classical Charleston Lecture Series, made possible by the generous support of Theodore B. Guérard and family:

- Dr. John Marincola (Leon Golden Professor of Classics, Florida State University). Musing on the Past: Historical Epic and Epic History at Rome
Curricular Assessment

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.

In 2016-2017, based on the data and discussion of Classics faculty at end of the year departmental meetings, the faculty determined:

- to continue implementation of the new Latin textbook, monitoring the language GenEd assessments to understand the effects of compressing the language acquisition in the Latin 100-200 sequence (see 2015-16 Assessment Report: ‘Use of Assessment Results’).
- to implement the BA revisions passed by the Senate in the 2017-18 academic year as a means to improve writing and research competencies.
- implement new student learning outcomes for the BA in classics, consonant with the new structure and learning objectives.

National Latin Exam

In 2016-17 the College of Charleston took part in the National Latin Exam (NLE) - a nationwide standardized exam for measuring Latin competencies at the introductory, intermediate, and advanced level. Given the interest to improve competencies at the introductory and intermediate level, the using NLE was piloted as a means to establish baseline data prior to the point at which students taking 101-202 Latin under the new curriculum reached the same level of maturity.

All students enrolled in LATN 202 during the spring semester (N = 43) were invited to take the NLE Latin III exam, which measured advanced intermediate competencies. Of the 10 students who took the NLE, 7 scored above the national average (26 out of 40).
In was agreed in the spring to fold the NLE within the assessment measures for intermediate Latin, and to evaluate the extent to which national standardized exams should constitute assessment regimes in ancient Greek and/or Latin.

Diversity

Classics is traditionally viewed as heavily Caucasian and male. Diversity is a pressing need in the discipline as a whole, particularly given the fact that the cultures under study were stridently multicultural and global. Overall, the discipline is male dominated, although this difference is less prominent at the primarily undergraduate and comprehensive institutions:

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In 2016-17, the Department of Classics had 7 tenure-track faculty – 4 male, 3 female. At 43% female, this fits within the national norms. Classics also had 1 full-time adjunct, 2 part-time adjuncts, and a part-time administrative assistant. Two additional members of the department are research associates (non-salaried). 50% of the salaried faculty/staff were women; 20% were minorities.

The number of non-white Classicists is so low that it was not measured by the recent study sponsored by the American Academy of Arts and Sciences. The Society for Classical Studies, in its 2014 voluntary survey of Classics programs, tabulated that only 2% of the professorate in classics belonged to any minority category. At 20%, the Department is well above the norms for the discipline, supporting demonstrably the ethos of the department to present classical civilization as a multicultural world system. Despite this percentage, increasing diversity among both the faculty and student body is a never-ending concern.

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25 Table adapted from White, Chu, and Czujko, “The 2012-13 Survey of Humanities Departments at Four-Year Institutions: Classical Studies.” College Park, MD: Statistical Research Center, American Institute of Physics, 2014; sponsored by the American Academy of Arts and Sciences. Table CLS3.
Summary of Student and/or Graduate Accomplishments

The Department of Classics maintains a student and alumni database to track accomplishments and work history. Much of this data – especially for graduate accomplishments – is self-reported or gleaned from the public record. It is not, therefore complete. It does, however, provide a glimpse into some trends within our students and alumni.

When querying for activities between 2015 and the present, much of the reports from recent graduates involve graduate school acceptances. Those that are immediately accepted to graduate school after the College are mostly attending MA programs, with a few being directly accepted into a PhD program. This is increasingly the disciplinary norm. Several alumni from 2012-15 report moving from these MA programs into PhD programs. We are successful at placing our students into high-quality graduate programs.

Those alumni from years prior to 2012 report accomplishments in a broader array of disciplines and industries, ranging from the armed services, high education administration, cultural resources/preservation, fine arts, NGOs, PK-12 education, and marketing. We are proud to have alumni who are meeting the challenges of today’s world empowered with the understandings of the ancient.

Current students are deeply involved in high-impact experiences:
- 2 our students were involved in developing the pilot SI program for Greek and Latin
- 3 additional students work as Latin and Greek tutors for introductory and intermediate levels of instruction.
- 2 Bachelor’s Essays were pursued within the department
- 3 additional independent studies or research opportunities were undertaken by Classics students, along with 7 other projects involving students from anthropology, archaeology, historic preservation, computer science, and data science
- 3 students presented at an undergraduate research conference at the University of Tennessee-Knoxville
- 12 students participated in artifact analysis via the Glass Lab, located in the Center for Social Science Research
- 4 students presented at an undergraduate research conference at the University of North Carolina – Chapel Hill
- 6 students presented their research at the inaugural ‘Celebration of Classics Research’ in spring 2017 at the College of Charleston.

Summary of Research and Development

Productivity in Classics is well developed. The interdisciplinary nature of the discipline means that research productivity varies by specialty, wherein output geared toward the computational and social sciences lean more towards edited volumes, chapters in edited volumes, and articles, and more ‘pure’ humanistic treatises are expressed in articles and sole-authored books. The following is a breakdown in research productivity:
- 1 articles in refereed journal
- 3 articles in refereed edited volumes
- 1 book review
• 1 invited monograph review for a major press in classical studies
• 4 presentations at national/international conferences
• 1 presentation at a local/regional conference
• 2 panels chaired by College of Charleston faculty at national/international conference
• 2 participations in faculty development

In addition, 2 faculty received book contracts by prominent presses in Classics:

The strengths of the Department lie in the varied types of research output in terms of both the media (articles, books, chapters, presentations) and content (textual, historical, archaeological analyses). This breadth and comprehensive coverage of the discipline is a consistent strength of the Department, regardless of whether the topic is teaching, research, or service. Classics is also well-networked within the discipline, which allows for an ease in establishing collaborative partners and feedback on research designs and output.

The weakness of the Department lies in workload balance. Developing and designing a mature research program requires solid blocks of time to devote to project design, funding endeavors, data collection/research, and writing. In some cases, the projects are extraordinarily complex – particularly those involving archaeological research which is inherently collaborative and dependent upon technological and data services. Given the teaching workload (noted above as consistently and demonstrably above norms) and the increasing need for community engagement and state-wide leadership as befitting the department’s prominence (see below), the workload of the faculty is in need of relief if research productivity is to be maintained and increased.

**Service in the Department, School, College, Community, and Profession**

The Classics faculty apply their professional expertise widely at all levels – departmental, college, community, and wider profession. As in other areas, this service sometimes widely varies in terms of audience. This is part of the wider purpose, and goes to the central premise held by the Department – Classics is a bedrock, cornerstone element within the academy; not simply because of the hallowed roots of western education, but because at its essential core it is an interdisciplinary approach to the study of humanity that holds wider application to the betterment of modern-day society.

Given the amount of work undertaken in curricular matters, it is no surprise that faculty reported significant roles in **departmental service**. Two ad hoc committees were in operation in 2016-17: one for revising the BA classics degree, the other to oversee the rollout of a revised introductory Latin textbook. A third group reviewed and successfully proposed to the department the adoption of a new textbook for Greek, effective in fall 2017.

Service was found within the **school, college and immediate community**. These activities engage the Department within the interdisciplinary heartbeat of the institution and a large swath of departments and schools.
• Dr. Andrew Alwine served on a committee convened by the School of Languages, Cultures, and World Affairs to encourage interdisciplinary collaboration across the institution. Because of this committee’s work, interdisciplinary working groups in Medieval studies, Philosophy, and Spatial Humanities were supported.
• Drs. Sterrett-Krause and Newhard serve as officers within the SC chapter of the Archaeological Institute of America (AIA), a lay-professional organization for the worldwide promotion of archaeology and cultural heritage preservation that serves as one of the major professional societies in classics.
• Dr. Zeiner-Carmichael served on the Executive Committee for Women’s and Gender Studies, playing a significant role within the assessment components of program management.
• Dr. Newhard continued his service as Director of the Archaeology Program.

The Department holds an increasing presence within the professional service to the discipline. At the national and international level, faculty take leading positions in contributing to the national dialogue about the present and future state of classics in archaeology. Dr. Alwine, for example, is Vice President for South Carolina within the Classical Association for the Middle West and South (CAMWS) - one of the main professional societies for Classics. As part of his duties, he coordinates the promotion of Classics within the state of South Carolina in liaison with PK-12 and high education professionals and the national organization. In other instances within the Lowcountry, faculty seek to increase the level of communication and engagement amongst professionals though the establishment of research consortiums in archaeology.

Meeting the Goals of Today, Setting a Vision for the Future
The Department of Classics has met departmental goals with great success. The BA Classics revisions were approved for fall 2017, the introductory/intermediate Latin curriculum changes proposed in 2015-16 were implemented, and the ancient Greek textbook change was approved for 2017-18.

Overall, enrollments in 2016-17 remained strong. The Department is a leading contributor to the FYE, General Education, and interdisciplinary programs. It boasts a well-developed breadth of Latin, Greek, and civilization courses taught consistently at the introductory, intermediate, and advanced levels. By many metrics, Classics at the College of Charleston a leading program in the nation.

There are areas in need of improvement, most of which would not only improve the Department of Classics, but assist in the broader goals and needs of the institution. These areas include:
• strengthening the Classics curriculum
• engaging with PK-12 Latin/Classics educators to improve SC education as a whole
• partnering with other offices in the institution (Center for Student Learning, Career Center, Office of Admissions, CofC Foundation)
• engaging with and strengthening ties to current and potential friends, alumni, and collaborators to strengthen the interdisciplinary ties of Classics within a wide cross-section of economic sectors.

Engaging in these efforts will not only solidify the Classics Department as a pre-eminent program within the discipline, but will blaze a trail for others to follow. A flagship program in any discipline carries with it the obligation to lead others to their own successes. This is not done by maintaining a status quo, but rather by continuing to improve and build to meet the challenges of the future.
Language Education

Latin
Reading abilities in upper-level Latin has not been satisfactory. Following the work in 2014-15, and 2015-16, the Department initiated a change to the introductory and intermediate Latin textbook. A Task Force and Latin Coordinator was designated in 2014-15 to make recommendations for change to the curriculum and (following their recommendations to change the textbook) to implement this change, developing additional materials as necessary. These changes were begun in 2016-17. Given that the introductory-intermediate Latin sequence is a 2-year process, implementation into the second-year series of courses will occur in 2017-18. At Departmental expense and with the Center for Student Learning, the Department began to pilot a Supplemental Instruction program for LATN 101 in fall 2016 to enhance retention and overall achievement.

Recommendations:
• Continue implementation of the new textbook
• Bring attention to assessments in LATN 202, in order to assist in the evaluation of the effectiveness of the new curriculum
• Increase the coordination and development of a common core body of teaching materials and strategies across sections of LATN 101-202
• Provide financial support for supplemental instruction in LATN 101

Resources:
• Faculty and administration time
• 1 additional faculty line with a specialization/interest in Latin pedagogy and education, potentially jointly appointed between Classics and EHHP.
• $1,500 transfer of funds to Center for Student Learning for Supplemental Instruction

Greek
Greek enrollment is weak (although relatively healthy when compared to national averages). Retention between 100- and 200-level courses is consistently at about 50%. 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. Supplemental instruction in second-semester Greek was piloted in spring 2017 with promising results, but retention and overall achievement is not to the satisfaction of faculty.

Recommendations:
• Improve retention in GREK 101 by shifting Supplemental Instruction to the fall semester
• Improve recruitment by offering GREK 101 as a Learning Community, paired with CLAS 105
• Improve achievement and retention by shifting to a new textbook, as approved by the faculty

Resources: Faculty and Administrative Time

Classical Civilization Education
Although enrollment in civilization courses overall is strong, there is some softening at the 200- and 300-level. The BA Classics major was rather malleable, in that beyond a minimum-hour requirement for 300-level courses and a maximum 6-hour limit for 100-level courses, there was no incentive for BA CLAS majors to explore holistically the CLAS curriculum. A curricular revision in 2016-17 aggressively re-designed the BA CLAS major, bringing increased structure and a practical experiential learning opportunities to students. AB CLAS students are required to take only 9 hours (3 courses)
in civilization courses, and advanced GREK or LATN courses not satisfying other requirements can count towards these 9 hours.

Recommendations:
- Implement the BA CLAS revisions, as approved by the faculty.
- Review the AB CLAS major for possible improvements.

Resources: Faculty and administrative time

Workload
Revisions to curriculum will only do so much to improve student achievement in elementary language courses. National studies show that language acquisition is most effective with lower student to teacher ratios (15:1). The School of Languages, Cultures, and World Affairs recommends a ratio of 18:1. Even coming close to meeting this standard will require adding more sections of Latin. The size of the Latin program is such that coordination and direct across sections is increasingly needed. 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.

Recommendations:
- Set the enrollment caps for LATN 101-202 at 20.
- Break 100-level culture courses into sections capped at 45.

Resources:
- 1 additional faculty line with a specialization/interest in Latin pedagogy and education, potentially jointly appointed between Classics and EHHP.

Recruitment
The College of Charleston is increasingly tuition-dependent. Fluctuations in admissions yield or the ‘melting’ of students transferring elsewhere have real-world ramifications to the overall fiscal health of the institution on a year-to-year basis. In addition, words matter. Increasingly, the institution is being viewed as a ‘comprehensive undergraduate university’ and not as a ‘public liberal arts university’, which places us increasingly into comparison with institutions that while of the same size and Carnegie classification, do not fare well with us on a department-to-department level. Increasingly, recruitment of students is becoming difficult, with ever-declining yield numbers despite an increase in the acceptance rate. The institution is poised to become a generalized, regional institution in terms of its students and overall reputation.

But it doesn’t have to go in that direction. As noted above, the College possesses the flagship program in Classics. Other programs are also unique to this institution by the virtue of its location/history or the renown of its faculty. Advertising these programs to out-of-state markets and to areas in SC that markedly send students to out-of-state institutions would mitigate the downward spiral of increasing acceptances/decreasing yields, slow the brain drain from South Carolina, and infuse the state with talented individuals from other regions.

In addition, the health of the Classics Program is dependent upon a pipeline of students from the secondary schools who see the College of Charleston as the place to go for the study of Latin, Greek, ancient history, and archaeology. At the secondary schools, this conduit is managed primarily by 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.

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 with the major in secondary education, Latin focus (EDCL), but this gap between secondary and higher education Classics programs 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 seven 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. Actions to address these deficiencies would increase numbers to Classics, but also draw high-performing students from South Carolina schools to the College.

Recommendations:
- Feature Classics and other notable programs aggressively within the marketing literature of the College.
- Coordinate recruitment activities between Admissions and notable programs to increase the College’s visibility and reputation.
- Increase the support of the EDCL program, its students, and the mentoring of nascent teachers with regional PK-12 Latin programs
- Increase state-wide recognition of the Classics at the College through high-school events in classics at the College, solely or with the coordination of state-wide Classics organizations.
- Establish funds to assist in the start-up needs of early-career Latin educators at PK-12 schools to increase ties of support and communication (see Appendix III, Development Plan)
- Establish networks with PK-12 educators by sponsoring a workshop/conference/colloquia for PK-12 Latin education at the College to share expertise. (see Appendix III, Development Plan)
- Re-form 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.

Resources:
- Faculty and administrative time
- Efforts and resources from the Office of Admissions and Division of Marketing and Communications
- 1 additional faculty line with a specialization/interest in Latin pedagogy and education, potentially jointly appointed between Classics and EHHP.
- Foundation funds in the annual amount of $1,500

Engagement with the Community
The Department of Classics is blessed with a solid community of friends and alumni, willing and ready to assist the department. In 2015, 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. Other friends support
the Gueard fund (most often felt in the yearly 'Classical Charleston' lecture series), and the Mouzon Scholarship Fund and Duryea Scholarship that support student achievement and retention. Other friends and alumni support the Regular funds set up for Classics and Classical Archaeology which assists with programming and ancillary support costs for the Department.

More can be done. Donors need to stay informed of how their support is being used to improve the department and student experience. Alumni and friends need to be further cultivated in their roles as advocates for the program and mentors to the students – in addition to the over-expected role as benefactor. New advocates and mentors need to be cultivated in order to increase the professional networks and internship opportunities for students.

Recommendations:
• Increase communications to alumni and friends via a yearly or bi-annual newsletter.
• Work with the College’s Career Center to develop internships in the region for the BA CLAS major.
• Increase the level of pedagogical support to students interested in secondary Latin education.
• Develop an internal donor’s database to facilitate communication and track giving.
• Invite friends and mentors to opening and closing receptions, currently held for students and faculty.

Resources:
• Faculty and administrative time
• Administrator training in the use of MSAccess and publishing software
• 1 additional faculty line with a specialization/interest in Latin pedagogy and education, potentially jointly appointed between Classics and EHHP.
• Coordinating efforts with the Career Center
• Foundation funds in the amount of $500
IV. Supporting Data

Undergraduate/Graduate Special Projects

Jennifer Gerrish

Timothy S. Johnson

James M.L. Newhard

Allison E. Sterrett-Krause

Student and recent graduate accomplishments, 2015-2017

Employment and Postgraduate Education

Class of 2004
Jennifer Dowd  BA  Classics  Chief Operating Officer  BackBay Communications  2017  present

Class of 2008
Amanda Davis  BA  Classics  Elementary Education  MA  Lesley University  2016  2017
Elementary/ESL Instructor  AF Argenziano School  2016  present
Class of 2009
Rachel Vyukul
Academic Advisor
AB Anthropology
University of Tennessee
2015 present

Class of 2010
Anna Duvall
Intern
AB Classics
Preservation NC, W. Regional Office
2015 2016
Historic Preservation Officer
FEMA
2016 present

Emily Tye
BA Classics
Editor
Arlington Historical Society
2015 2015
Museum Associate
National Geographic
2016 2017
Museums Assistant
The Phillips Collection
2016 2016
Global Initiatives Coordinator
National Geographic
2017 present

Jessica McClellan
BA Classics
Actor
F.A.B. @ The Barrow Group
2015 2015
Actor
Sophie Films, Inc.
2015 2015
Assistant Producer
VH Theatrical Devlpmt Foundation
2015 2015
Assistant to the Director
Sophie Films, Inc.
2015 2015
Producing Associate
New Perspectives Theatre Company
2015 2016
Assistant to the Producers
Sophie Films, Inc.
2015 2017

Class of 2011
Colleen Davis
BA Classics
Collections Contractor
Smithsonian, N.M. of Af. Am. His.
2015 2016
Inventory Technician
Smithsonian, N.M. of Am. Hist.
2016 present

Class of 2012
Vikki Bernotski
AB Classics
Program Administrator
DART Program – MUSC
2015 2016
Academic Advisor
University of Tennessee – Chattanooga
2016 present

Caitlin Carlisle
BA Classics
Law School
Wake Forest University
2016 present

Mary Hoyle
AB History
Medieval Studies
Western Michigan University
2016 present

Class of 2013
Brandon Baker
BA Classics
PhD Program
UNC - Chapel Hill
2015 present

Bridget Walsh
BA History
Route Auditor
Long Beverage
2016 present

Conor Bender
BA Classics
Captain
United States Marine Corps
2017 present

Shaina Anderson
AB English
Classics
PhD Program
University of Florida
2015 present

Class of 2014
Bertram Schewel
AB Classics
PhD Program
Fordham
2015 present

Ryan Simpson
BA Classics
Bioethics and Science MA Program
Duke University
2016 present

Class of 2015
Frank Marrano
AB MBIO
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<tr>
<td>Classics</td>
<td></td>
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<tr>
<td>Class of 2016</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Jami Baxley</td>
<td>AB</td>
<td>Classics</td>
<td>Florida State University</td>
<td>2016</td>
<td>present</td>
</tr>
<tr>
<td>Classics</td>
<td></td>
<td></td>
<td>University of Colorado</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lia Ferrante</td>
<td>AB</td>
<td>Classics</td>
<td>Americorps</td>
<td>2016</td>
<td>present</td>
</tr>
<tr>
<td>Team Member</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Aaron Matthews</td>
<td>BA</td>
<td>Classics</td>
<td>MFA Program</td>
<td>2016</td>
<td>present</td>
</tr>
<tr>
<td>Shannon Morrison</td>
<td>AB</td>
<td>Sociology</td>
<td>Syracuse University</td>
<td>2016</td>
<td>present</td>
</tr>
<tr>
<td>Informatics</td>
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</tr>
<tr>
<td>Alexandra Stephens</td>
<td>BA</td>
<td>Classics</td>
<td></td>
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<tr>
<td>Jessica Stolebarger</td>
<td>AB</td>
<td>Teacher Education, Classics</td>
<td>Meadow Glen Middle School</td>
<td>2016</td>
<td>present</td>
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<tr>
<td>Latin Instructor</td>
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<tr>
<td>Class of 2017</td>
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<td></td>
</tr>
<tr>
<td>Erik Cardwell</td>
<td>AB</td>
<td>Classics</td>
<td>University of Pennsylvania</td>
<td>2017</td>
<td>present</td>
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</tr>
<tr>
<td>Sarah Cohen</td>
<td>AB</td>
<td>Art History</td>
<td></td>
<td>2017</td>
<td>present</td>
</tr>
<tr>
<td>Art History</td>
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<td></td>
<td>New York University</td>
<td></td>
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<tr>
<td>Carleigh Hoy</td>
<td>AB</td>
<td>Classics</td>
<td>College of Charleston</td>
<td>2017</td>
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<tr>
<td>Business Adm.</td>
<td>MBA</td>
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<tr>
<td>Sarah Legendre</td>
<td>AB</td>
<td>Classics</td>
<td>University of Manitoba</td>
<td>2017</td>
<td>present</td>
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<td>Classics</td>
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</table>
Classics MA program University of Colorado declined offer
Classics MA program Tulane University declined offer

Student Research Presentations and Papers (2016-17)

Bachelor’s Essays

Presentations

Awards (2016-17)
Cardwell, Erik
• Classics. Departmental Honors
Cohen, Sarah
• Classics. Outstanding BA Student
• Panhellenic Council. 2017 Greek Female Scholar of the Year Award
Edwards, Hannah
• Classics. Departmental Honors
• Classics. Outstanding AB Student
• LCWA. Global Scholar
• HSS. HHS Scholar

Legendre, Sarah
• Classics. Harold A. Mouzon Award
• Archaeology. Golden Marshalltown Award

Raines, Katherine
• Classics. Robert H. Duryea, Jr. Memorial Scholarship Award

Faculty Productivity in and Support of Research and Professional Development

Books (under contract)
Jennifer Gerrish

James M.L. Newhard

Articles in Refereed Journals
Andrew T. Alwine

Other Articles, Chapters in Books, Book Reviews
Sam Flores

James M.L. Newhard

Other Editorial/Review Activities
Allison E. Sterrett-Krause

Papers and Posters Presented at Conferences

Andrew T. Alwine
Andrew T. Alwine, Classical Association of the Middle West and South Annual Meeting, "Oligarchy in Ancient Greece," Classical Association of the Middle West and South, Kitchener, ON (Canada). (April 2017).

Sam Flores

Jennifer Gerrish

Allison E. Sterrett-Krause

Conferences and Workshops Attended/Panels Chaired/Other Professional Activity

Megan Alwine

Sam Flores
Panel Chair. Ancient Philosophy Society, Baylor University, Waco, TX. (April 2017).

James M.L. Newhard
Session Organizer. Archaeological Institute of America Annual Meeting. Toronto, Canada (January 2017)

Noelle Zeiner-Carmichael

Service

Department

Andrew T. Alwine
• Eta Sigma Phi, Sponsor of Student Organization. (August 2013 - Present).
• B.A. Revision Taskforce, Committee Member. (December 2015 - May 2017).
• Department of Classics, Conference Program Organizer. (July 2016 - February 2017).
• Greek curriculum revision. (October 2016 - Present).
Sam Flores
- Greek curriculum revision. (October 2016 - Present).

Jennifer Gerrish
- Latin Curriculum Task Force, Committee Member. (December 2016 – May 2017)
- Department of Classics, Conference Program Organizer. (July 2016 - February 2017).

James Lohmar
- Latin Curriculum Task Force, Committee Member. (December 2016 – May 2017)

James M.L. Newhard
- B.A. Revision Taskforce, Committee Member. (December 2015 - May 2017).

Allison Sterrett-Krause
- B.A. Revision Taskforce, Committee Member. (December 2015 - May 2017).

Noelle Zeiner-Carmichael

College
Andrew T. Alwine
- Committee on Multi- and Inter-Disciplinarity, Committee Member, Member. (December 2012 - Present).
- Faculty Senate, Faculty Senate Service, Member. (August 2015 - Present).

James M.L. Newhard
- Archaeology Club, Student Org Advisor (Non-Professional Org), Other. (July 2013 - June 2017).

Noelle Zeiner-Carmichael
- Women and Gender Studies Executive Committee, Committee Member, Member. (August 2015 - Present).

Community
James M.L. Newhard
- Archaeological Institute of America - South Carolina Chapter, Vice President. (August 2011 - Present).

Allison E. Sterrett-Krause
- Archaeological Institute of America - South Carolina Chapter, President. (April 2017 - Present).

Profession
Andrew T. Alwine
- Classical Association of the Middle West and South, External Grant Proposal Reviewer, Member. (July 2016 - Present).
- Classical Association of the Middle West and South, Vice President for South Carolina, Other. (July 2016 - Present).

Sam Flores
- Society for Ancient Greek Philosophy, Conference Session Chair. (October 2016).

James M.L. Newhard
- Spatial Archaeology Research Collaborations (SPARC). Center for Advanced Spatial Technologies, University of Arkansas, Advisory Board, Board Member. (December 2016 - Present).
• Archaeological Conference for the South Carolina Lowcountry, Conference Program Organizer. (April 2015 - Present).
• Consortium for the Archaeology of the Lowcountry, President/Elect/Past. (August 2014 - Present).
• American School of Classical Studies, Athens, College Representative, Member. (May 2005 - Present).
• Information and Technology Committee, Archaeological Institute of America, Committee Member, Member. (January 2017 - April 2020).
• Annual Meeting Program Committee, Archaeological Institute of America, Committee Member, Member. (January 2011 - April 2017).
• Archaeological Institute of America, Conference Session Chair. (January 2017).
• Geospatial Interest Group, Archaeological Institute of America, Committee Chair. (January 2012 - January 2017).

Consulting
James M.L. Newhard
• Academic, Iklaina Archaeological Project, Pylos, Greece, Pro Bono. (May 2001 - Present).
  Analysis of stone tools for intensive survey project.

Allison E. Sterrett-Krause
• Academic, North Carolina Museum of Art, Compensated. (June 2016 - June 2017).
  Peer reviewer for catalogue entries on ancient glass objects from NCMA collection, for systematic catalogue publication

Funding
College Funds
James M.L. Newhard
• “Multi- and Inter-Disciplinary Grant: Working Group in Spatial Humanities,” Sponsored by School of Languages, Cultures, and World Affairs, College of Charleston, requested $1,000.00, awarded $1,000.00. (October 2016 - June 2017).
• "LCWA Collaborative Research: Landscape Histories of the Lowcountry and Mediterranean," Sponsored by School of Languages, Cultures, and World Affairs, College of Charleston, requested $10,000.00, awarded $10,000.00. (November 2016 - June 2017).
• "LCWA R&D: Epidauria Survey Project, Initial Feasibility," Sponsored by School of Languages, Cultures, and World Affairs, College of Charleston, requested $4,000.00, awarded $3,500.00. (May 2016 - August 2016).

Allison E. Sterrett-Krause
• “Glass Lab Instrumentation,” Sponsored by School of Languages, Cultures, and World Affairs, College of Charleston, requested $4,000.00, awarded $4,000.00. (May 2017 - June 2017).
## Appendix I. BA Classics Curricular Revision

<table>
<thead>
<tr>
<th>BA Classics</th>
<th>BA Classics – Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required:</strong>&lt;br&gt;One course selected from CLAS 101/HIST 231&lt;br&gt;AND&lt;br&gt;One course selected from CLAS 102/HIST 232</td>
<td><strong>Broad Knowledge of Greco-Roman Civilization</strong>&lt;br&gt;CLAS 101: Introduction to Greek Civilization AND&lt;br&gt;CLAS 102: Introduction to Roman Civilization&lt;br&gt;OR&lt;br&gt;CLAS 103: Mythology (3). PR: none AND&lt;br&gt;CLAS 105: History of the Classical World</td>
</tr>
</tbody>
</table>

**Electives**<br>Select an additional 15 credits from the list of Approved Classics Courses<br>Two of these electives must be 300-level courses totaling 6 credit hours from the list of Approved Classics Courses


**Research and Communication Proficiencies**<br>Required:<br>• CLASS 200: Contemporary Research on the Mediterranean World<br>NEW COURSE<br>• 1 3-credit course at the 300-level in CLAS (course cannot count for other major requirements)

**Multidisciplinary Approaches**<br>Archaeology. One course selected from:<br>- CLAS 223: Aegean Prehistory<br>- CLAS 225: The Archaeology of Athens<br>- CLAS 226: The Archaeology of Rome<br>- CLAS 242: Images of Women in Classical Antiquity<br>- CLAS 322: Mediterranean Landscapes<br>- CLAS 343: Luxury and Status in Ancient Rome<br>- ARTH 214: Greek Art and Architecture<br>- ARTH 215: Roman Art and Architecture

**History.** One course selected from:<br>- HIST 231: Ancient Greece<br>- HIST 232: Ancient Rome<br>- HIST 230: Ancient Egypt and Mesopotamia
<table>
<thead>
<tr>
<th>Literature</th>
<th>High Impact Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One course selected from:</strong></td>
<td><strong>One course totaling 3 hours selected from:</strong></td>
</tr>
<tr>
<td>• CLAS 253: Epic</td>
<td>• CLAS 401: Research Seminar</td>
</tr>
<tr>
<td>• CLAS 254: Tragedy</td>
<td>• CLAS 420: Research Assistantship <strong>NEW COURSE</strong></td>
</tr>
<tr>
<td>• CLAS 255: Comedy</td>
<td>• CLAS 421: Field Methods in Classical Archaeology <strong>RENUMBERED – PREVIOUSLY CLAS 221</strong></td>
</tr>
<tr>
<td>• CLAS 256: Satire (3)</td>
<td>• CLAS 450: Internship <strong>NEW COURSE</strong></td>
</tr>
<tr>
<td>• CLAS 301: Topics in Greek Literature</td>
<td>• CLAS 498: Independent Study <strong>RENUMBERED – PREVIOUSLY CLAS 399</strong></td>
</tr>
<tr>
<td>• CLAS 302: Topics in Latin Literature</td>
<td>• GREK 498: Independent Study</td>
</tr>
<tr>
<td>• CLAS 356: Roman Letters</td>
<td>• LATN 498: Independent Study</td>
</tr>
<tr>
<td>• Any GREK course numbered 300 and above</td>
<td>• CLAS 499: Bachelor’s Essay</td>
</tr>
<tr>
<td>• Any LATN course numbered 300 and above</td>
<td></td>
</tr>
</tbody>
</table>
Appendix II. Assessment Report
Assessment Report: Classics A.B./B.A.
Academic Year: 2016-2017

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

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

<table>
<thead>
<tr>
<th>Program Name and Type</th>
<th>Classics AB and BA major, Undergraduate</th>
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<tbody>
<tr>
<td>Contact information for Program Assessment Coordinator:</td>
<td>Shawn Morrison, Associate Dean, LCWA</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:morrisonsh@cofc.edu">morrisonsh@cofc.edu</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>953-4266</td>
</tr>
<tr>
<td>Office address:</td>
<td>325 Jewish Studies Center</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative Unit director (deans, vice presidents, etc.) receiving assessment updates:</th>
</tr>
</thead>
</table>

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

| Name of the accrediting organization |
|____________________________________|

<table>
<thead>
<tr>
<th>Date of last program review for the accrediting organization</th>
</tr>
</thead>
</table>

| 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:** 90% of students scoring at an adequate level or above (7-10) and at least 60% at an excellent rating (10-9).

**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><strong>Resource Identification</strong></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><strong>Application</strong></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><strong>Form</strong></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>
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</tbody>
</table>

**Results Measure 1.1**
**CLAS 390.01; LATN 390 – Composition; LATN 390 - Catullus**

<table>
<thead>
<tr>
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<th>Excellent:</th>
<th>Good/Adequate</th>
<th>Poor/Unsatisfactory</th>
<th>Total N of Students</th>
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<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td><strong>Resource Identification</strong></td>
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<td>11</td>
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<td><strong>Application</strong></td>
<td>19</td>
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<td>14</td>
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<td><strong>Form</strong></td>
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<tr>
<td><strong>Composite Averages</strong></td>
<td>19.67</td>
<td>0.53</td>
<td>12.33</td>
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</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 (10-9).

Rubrics:

<table>
<thead>
<tr>
<th></th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
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<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>
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</table>

Results Measure 1.2:

CLAS 401

<table>
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<th>Good/Adequate</th>
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<tr>
<td></td>
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<td>Composite Averages</td>
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<td>4</td>
<td>0.33</td>
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**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:** 70% of students scoring at a good/adequate rating or better (7-10).

**Rubrics:**

<table>
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<tr>
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<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-7)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis</strong></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><strong>Depth and Cogency</strong></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><strong>Mechanics</strong></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>

**Results Measure 2.1:**

**CLAS 390.01; LATN 390 – Composition; LATN 390 - Catullus**

<table>
<thead>
<tr>
<th></th>
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<th>Poor/Unsatisfactory</th>
<th>Total N of Students</th>
</tr>
</thead>
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<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td><strong>Thesis</strong></td>
<td>16</td>
<td>0.44</td>
<td>16</td>
<td>0.44</td>
</tr>
<tr>
<td><strong>Depth and Cogency</strong></td>
<td>13</td>
<td>0.36</td>
<td>16</td>
<td>0.44</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>17</td>
<td>0.44</td>
<td>17</td>
<td>0.44</td>
</tr>
<tr>
<td><strong>Composite Averages</strong></td>
<td>15.33</td>
<td>0.41</td>
<td>16.33</td>
<td>0.44</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: CLAS 401

<table>
<thead>
<tr>
<th></th>
<th>Excellent:</th>
<th>Good/Adequate</th>
<th>Poor/Unsatisfactory</th>
<th>Total N of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Thesis</td>
<td>4</td>
<td>0.33</td>
<td>7</td>
<td>0.58</td>
</tr>
<tr>
<td>Depth and Cogency</td>
<td>3</td>
<td>0.25</td>
<td>9</td>
<td>0.75</td>
</tr>
<tr>
<td>Sources</td>
<td>3</td>
<td>0.25</td>
<td>5</td>
<td>0.42</td>
</tr>
<tr>
<td>Mechanics</td>
<td>4</td>
<td>0.33</td>
<td>6</td>
<td>0.5</td>
</tr>
<tr>
<td>Composite Averages</td>
<td>3.5</td>
<td>0.29</td>
<td>6.8</td>
<td>0.56</td>
</tr>
</tbody>
</table>
Student Learning Outcome 3 (Communication/Critical Thinking)

Students in LATN/CLAS 300 will present and defend a research topic in an oral presentation, which clearly explains a thesis and employs supporting argumentation in a logical sequence.

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

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><strong>Argumentation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation has a clear cogent theme</td>
<td></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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The methods are appropriate and of high quality.</td>
<td></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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The speaker uses sound mechanics for effective speaking that enhance the experience for the audience.</td>
<td></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:
CLAS 390.01; LATN 390 – Composition; LATN 390 - Catullus

<table>
<thead>
<tr>
<th></th>
<th>Excellent: N</th>
<th></th>
<th>Good/Adequate: N</th>
<th></th>
<th>Poor/Unsatisfactory: N</th>
<th></th>
<th>Total N of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Argumentation</strong></td>
<td>25</td>
<td>0.64</td>
<td>13</td>
<td>0.33</td>
<td>1</td>
<td>0.03</td>
<td>39</td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td>24</td>
<td>0.62</td>
<td>14</td>
<td>0.36</td>
<td>1</td>
<td>0.03</td>
<td>39</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>27</td>
<td>0.69</td>
<td>11</td>
<td>0.28</td>
<td>1</td>
<td>0.03</td>
<td>39</td>
</tr>
<tr>
<td><strong>Composite Averages</strong></td>
<td>25.33</td>
<td>0.65</td>
<td>12.67</td>
<td>0.32</td>
<td>1.00</td>
<td>0.03</td>
<td>39</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).

**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><strong>Argumentation</strong></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><strong>Methods</strong></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><strong>Mechanics</strong></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 3.2**

**CLAS 401**

<table>
<thead>
<tr>
<th></th>
<th>Excellent:</th>
<th>Good/Adequate</th>
<th>Poor/Unsatisfactory</th>
<th>Total N of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Argumentation</td>
<td>7</td>
<td>0.58</td>
<td>4</td>
<td>0.333</td>
</tr>
<tr>
<td>Methods</td>
<td>8</td>
<td>0.66667</td>
<td>4</td>
<td>0.333</td>
</tr>
<tr>
<td>Mechanics</td>
<td>8</td>
<td>0.6667</td>
<td>2</td>
<td>0.17</td>
</tr>
<tr>
<td>Composite Averages</td>
<td>7.7</td>
<td>0.64</td>
<td>3.3</td>
<td>0.28</td>
</tr>
</tbody>
</table>
Assessment Results (2016-2017)

Student Learning Outcome 1, Measure 1.1 (LATN/CLAS 300) and 1.2 (CLAS 401)

Measure 1.1. 37 students were assessed for this measure over the course of the fall 2016 and spring 2017 semesters. 86% of the students scored adequate or above; 53% rated excellent; the lowest subfield scores were in Form (19% poor or unsatisfactory).

Target Results: The performance target was to have 90% of students scoring at an adequate level or above (7-10) and at least 60% at an excellent rating (10-9). The scores for this year are lower than last year (which yielded a composite score of 96%) and did not meet the target results.

Measure 1.2 12 students were assessed for this measure in CLAS 401 in fall 2016. 94% of the students rated adequate or above; 61% rated excellent. The lowest scores were in Bibliography and Abstract (8% poor or unsatisfactory in each class [N=1]), [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 above target (90% of students scoring at an adequate level or above (7-10) and at least 60% at an excellent rating (9-10). They are an improvement from the previous year and are close to the 6-year average of 93.3%.

Student Learning Outcome 2, Measure 2.1 (LATN/CLAS 300) and 2.2 (CLAS 401)

Measure 2.1. 37 students were assessed for this measure over the course of the fall 2016 and spring 2017 semesters. 85% of the students scored adequate or above; 41% rated excellent; the lowest subfield was reported in Depth and Cogency (19% poor or unsatisfactory).

Target Results: The performance target was to have 90% of students scoring at an adequate level or above (7-10) and at least 60% at an excellent rating (10-9). The scores for this year are lower than last year (which yielded a composite score of 93% adequate or above) and did not meet the target results.

Measure 2.2. 12 students were assessed for this measure in CLAS 401 in fall 2016. 85% of the students rated adequate or above; 29% rated excellent.

Target Results: These scores met the target (70% of students scoring at a good/adequate rating or better (7-10)), and are an improvement over the previous year in general (77% rated adequate or above). The scores are close to the 6-year average of 84.16%.

Student Learning Outcome 3, Measure 3.1 (LATN/CLAS 300) and 3.2 (CLAS 401)

Measure 3.1. 37 students were assessed for this measure over the course of the fall 2016 and spring 2017 semesters. 97% of the students scored adequate or above; 65% rated excellent.

Target Results: The performance target was to have 90% of students scoring at an adequate level or above (7-10) and at least 60% at an excellent rating (7-8). The scores are above these thresholds, and have met the target.

Measure 3.2. 12 students were assessed for this measure in CLAS 401 in fall 2016. 92% of the students rated adequate or above; 64% rated excellent.

Target Results: These scores met the target (90% of students scoring at an adequate level or above (7-10) and at least 60% at an excellent rating (9-10), and are close to the 6-year average of 91.16%.

Use of Assessment Results
Based on the data and discussion of Classics faculty at end of the year departmental meetings, the faculty determined three actions: (1) to continue implementation of the new Latin textbook, monitoring the language GenEd assessments to understand the effects of compressing the language acquisition in the Latin 100-200 sequence (see 2015-16 ‘Use of Assessment Results’); (2) implement the BA revisions passed by the Senate in the next academic year; (3) implement new student learning outcomes for the BA in classics, consonant with the new structure and learning objectives.

**Summary of Assessment Results with Focus on Program Improvement**

<table>
<thead>
<tr>
<th>% and Count of Students Scoring Adequate or Above</th>
<th>LATN/CLAS 300</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome 1: Knowledge</td>
<td>96%</td>
<td>86%</td>
</tr>
<tr>
<td>Outcome 2: Writing</td>
<td>93%</td>
<td>85%</td>
</tr>
<tr>
<td>Outcome 3: Comm./Critical Thinking</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>Total Assessed</td>
<td>39</td>
<td>39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% and Count of Students Scoring Adequate or Above</th>
<th>CLAS 401</th>
<th>2011-2012</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1: Knowledge</td>
<td>88%</td>
<td>100%</td>
<td>91%</td>
<td>100%</td>
<td>87%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Outcome 2: Writing</td>
<td>83%</td>
<td>60%</td>
<td>100%</td>
<td>100%</td>
<td>77%</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>Outcome 3: Comm./Critical Thinking</td>
<td>83%</td>
<td>90%</td>
<td>100%</td>
<td>90%</td>
<td>92%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>Total Assessed</td>
<td>14</td>
<td>13</td>
<td>11</td>
<td>13</td>
<td>13</td>
<td>12</td>
<td></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.

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.
Appendix III. Classics Development Plan (Draft)

Strengthening the Flagship Program in Classics for a Better South Carolina

Vision: By 2025, the Department of Classics will hold a diversified financial portfolio, containing endowed funds; a culture of annual giving by faculty, staff, alumni, and friends; grant and other research funding; and institutional support. These resources will propel the program to national preeminence, becoming a national draw for students and a touchstone for innovative applications of classics to the needs of the 21st century.

Strategic Development:
The initiatives discussed below have foci that tie into the strategic initiatives of the institution:
• improving recruitment and retention of high-quality students (strategy 4)
• increasing and supporting diversity (tactic 4.05)
• strengthening partnerships with PK-12 education for a stronger SC (tactic 8.05)
• enhance resources to recruit and retain faculty with the potential to bring local and national recognition to the College (tactic 3.03)
Support of these initiatives will therefore not only strengthen the Department of Classics, but have reverberating impacts upon the institution and educational institutions within South Carolina writ large.
Developing future leaders
Key to the strength of Classics is the recruitment of high-quality students and the support of high-impact experiences. Key to the matter of recruitment is the development of financial packages that increase the overall competitiveness of the institution. Incoming freshman scholarships for students with a declared interest in classics would assist the institution’s overall goal to recruit highly qualified students, while assisting the overall strength of classics. In parallel with the emphasis of the institution to increase diversity within the institution, Classics as a discipline need to proactively put in measures to reflect the diverse nature of South Carolina, the United States, and the ancient civilizations that we study. Support of diversity within Classics is a necessary need within the field. High Impact experiences are drive home key competencies learned in the classroom, adding to this arsenal the real-world experiences of other cultures. Study abroad is a key formative experience for Classics students, enabling them to understand the full contextual totality of the ancient world’s impact upon modern society. Participation – particularly for those interested in classical archaeology – is an imperative, borne at significant personal outlay. These 3 initiatives would bring lasting transformation to the Classics Department, the College of Charleston, and the discipline as a whole. Each of these are strategic to the long-term health of the Department of Classics, and strategic to the long-term trajectory of the College.

Freshman Scholarship:
Funding: Two $2,000 scholarships, non-renewable
Eligibility: Incoming freshmen
Effective year goal: 2025
Amount needed: $135,000 endowed

Diversity Scholarship:
Funding: One $1,000 scholarship, renewable
Eligibility: Current Students
Effective Year: 2020
Amount needed: $105,000 endowed

Study Abroad Travel:
Funding: Three $2,000 stipends
Eligibility: Current Students
Effective year goal: 2020
Amount needed: $200,000 endowed
Supporting success in PK-12 education

Key to maintaining a strong student body is a strong presence and support of PK-12 education, particularly those schools that offer Latin at the middle and high school level. The College of Charleston offers a degree in foreign language education with a Latin focus. As the flagship classics program in the state, the Department has identified the need to further support those whom the College has trained and other educators within the PK-12 systems. Promotion of classics and Latin at the PK-12 level has a lasting effect upon efforts the recruitment of highly qualified to the College. Classics sees need in two areas: startup costs for new teachers (alumni or new teachers placed within a SC school) and an annual colloquium sponsored by and housed at the College of Charleston for teachers to present results of successes in the classroom and to address matters of common impact to classics in PK-12 education.

New teacher alumni support
Funding: 2 $500 awards per annum
Eligibility: new Latin teachers employed by a SC school or alumni employed by any school in the US within the first 3 years of hire
Effective Year: 2020
Amount needed: $1000 in annual giving

High School Teacher Colloquium:
Funding: $500 per annum
Eligibility: Departmentally managed
Effective Year: 2020
Amount needed: $500 in annual giving
Faculty/Student Research

One of the defining features of the College of Charleston is the expectation that faculty actively engage in research, and that such research, when applicable and appropriate, engages the undergraduate experience. Classics has been a leader in integrating research within education. These efforts come at a cost, particularly given that many research opportunities occur in the Mediterranean. In terms of student engagement, research activities come at a large cost, and many of these opportunities fall through the cracks of other funding resources. Faculty needs include supplements to current support for research and travel, particularly for work at the beginning or end of large research projects and supplemental travel to conferences to present on research that falls outside of normal reporting patterns.

Faculty and Student Research

Funding: $7,000 per annum; individual awards variable upon need/availability
Eligibility: faculty and students of Classics
Effective year: 2025
Amount needed: $250,000 endowed
Summary of Costs

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Effective</th>
<th>Annual Funding</th>
<th>Endowed</th>
<th>Annual Gifts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Scholarship</td>
<td>2025</td>
<td>$4,000</td>
<td>$135,000</td>
<td></td>
</tr>
<tr>
<td>Diversity Scholarship</td>
<td>2020</td>
<td>$3,000</td>
<td>$105,000</td>
<td></td>
</tr>
<tr>
<td>Study Abroad Stipend</td>
<td>2020</td>
<td>$6,000</td>
<td>$200,000</td>
<td></td>
</tr>
<tr>
<td>New Teacher Support</td>
<td>2020</td>
<td>$1,000</td>
<td></td>
<td>$1,000</td>
</tr>
<tr>
<td>PK-12 Teacher Colloquium</td>
<td>2020</td>
<td>$500</td>
<td></td>
<td>$500</td>
</tr>
<tr>
<td>Faculty/Student Research</td>
<td>2025</td>
<td>$7,000</td>
<td>$250,000</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$21,500</strong></td>
<td><strong>$690,000</strong></td>
<td><strong>$1,500</strong></td>
</tr>
</tbody>
</table>

Strategies for Supporting Activities

A total of $691,500 is estimated as the total cost for these initiatives ($690k endowed, $1.5k annual giving), obtained within an 8-year funding drive. An intermediate goal is set for $306,500 by 2020 ($205k endowed, $1.5k annual giving). The funding strategy recommends a mix of both endowed and annual giving.

**Annual giving:** The institution has annual giving drives in the fall for faculty and staff, and for alumni and friends in the month of February. An increase in annual gifts of $1,500 would be met easily by:
- 1 gift of $125/month
- 5 gifts of $25/month
- 10 gifts of $12.50/month
- 13 gifts of $10/month

Targeting faculty, staff, and alumni specifically to monthly deductions as opposed to one-time block gifts would provide for a consistent program of support, easily budgeted by a wide swath of income brackets, and enable efficient maintenance and management of giving initiatives via controlled funding drives over the course of the year, driven towards direct and specific needs.

**Endowed giving:** The Department has a developed group of friends that regularly support ongoing initiatives – namely a series of endowed scholarships for enrolled students (Mouzon, Johnson-Vest, and Duryea) and an annual speaker fund (Guérard) which has enabled the successful production of the annual ‘Classical Charleston’ lecture series. Several supporters of these funds have ties to PK-12 education, the support of Latin education broadly, and the support of Classics majors. Other friends of the department hold to a strong commitment towards high impact student experiences and faculty/student research. Initiatives at the School level are also targeting similar goals (such as study abroad scholarships). Partnering with other units for pursuing large gifts, within which would be earmarked funds for Departmental initiatives, would be a profitable strategy.

**Other Forms of Support:** Development strategies need to go beyond dollars and cents in order develop long-term success. A broad understanding of ‘support’ needs to be engaged, which consists of advocating for the program, mentoring and advising of students, and lastly – financial support. Encouraging activities in the first two areas yield, over time, increased activity in the third. A program of regular communication with alumni and friends via electronic media (such as a newsletter), co-curricular and extra-curricular activities (personal invitations to on-campus lectures and events), and curricular initiatives (such as internships) will assist in cultivating actions of advocacy and advising among alumni and friends of the Department.