**Annual Departmental Assessment Report**

**Department or Program: Classics**

**Academic Year of Report: 2020-2021**

**Department Contact Person for Assessment: M. Jaeger**

**Section 1: Learning Objectives Assessed for this Report**

*For each major in the department, list the learning objectives that were assessed during this period.*

*For the previous round of assessment we chose to look at one of the service courses, CLAS 301 (Greek and Roman Epic); for this round, we chose to look at assessing remote language learning..*

*The entire faculty contributed to this report, which is to some degree impressionistic, because the number of students in each class did not allow for statistically significant numbers. It is the report of experienced teaching faculty who tried different ways of dealing with assessment during a period of entirely remote language learning.*

**The major objective for language courses is here described:**

*Acquisition of Ancient Greek / Latin, including competencies in reading and translating, and a socio-linguistic understanding of the language(s).*

**The major objective for the service courses is here described:**

*An understanding of literature, art, and other artifacts from the cultures of the Greco-Roman world, and the capacity to situate them in their socio-historical context, to identify, interpret, and discuss them, and to describe their later influence. Key aspects of these cultures include philosophy, political theory, rhetoric, theatre, art, archaeology, historiography, poetry, and religion.*

*This report focuses on competencies in reading and translating. Future reports will focus on the understanding of art and other artifacts, other service courses beyond CLAS 301, and further studies of language skill attainment. We chose to focus on languages class this round, because the complications posed by teaching remotely during the pandemic led to adaptations that had good results.*

**Section 2: Assessment Activities**

*Developing competency in reading and translating classical Latin and Greek entails making a considerable leap from memorizing forms and vocabulary to comprehending literature written generally by a highly-educated elite for an equally educated audience. It means entering a different socio-linguistic world on its own terms.*

*This transition challenges students.*

**Traditional means of assessing:**

*Daily translation, each student contributing, with discussion of grammatical and stylistic features of the text.*

*Quizzes, and exams, including production of forms (morphology); seen and unseen translation from Latin into English, vocabulary, identification of forms and their function (parsing).*

*Daily translation remained useful for assessing student participation. But instead of monitoring quizzes remotely, the instructor found it more useful to give take-home quizzes that omitted the Latin/Greek to English translation (because translation are easily available or easily memorized) and substituting in its place translation of a paraphrase of the text from English to Latin/Greek, or the identification of specific constructions in the Latin/Greek. Nothing exposes ignorance better than asking for an active use of the language. Parsing remained a useful assessment exercise because, although students might look up forms, they still had to understand and explain the function of a given form in its context.*

*The weak spot was vocabulary memorization. This can be addressed in future iterations of the class by in-person vocabulary quizzes.*

**Section 3: Actions Taken Based on Assessment Analysis**

*Class will be taught in person next time. Having learned from this experience, instructors will probably not have students translate as much, either in class or in quizzes in the future. It is far easier to see what they truly understand and do not understand by having them actively compose Latin and parse forms.*

**Section 4: Other Efforts to Improve the Student Educational Experience**

*Retain some Zoom office hours, and encourage students to meet virtually for study sessions as well as in-person. Keep a discussion section going for the class.*

*Outside of class: students are invited to all Classics department sponsored talks and events. In addition to the three talks put on by the local chapter of the Archeological Institute of America, the Classics department sponsors two-three talks a year on its own, and partners with History, Art History, Religious Studies, Medieval Studies and the Humanities program on others.*

**Section 5: Plans for Next Year**

*1) Work with Tykeson advisors so that they can communicate the challenges and rewards of classics to potential majors. 2) When health guidelines permit, reinstitute the annual field trip (the goal of such a trip is contingent on what is on at e.g., Ashland, OMSI, or Portland Museum of Art. Next fall’s trip will be to the Hallie Ford Museum at Willamette University in Salem. 3) Reinstitute the Classics Club, which suffered burnout from doing too much. 4) Induct the past two years' students into our chapter of Eta Sigma Phi, the national classics honors society. 5) Figure out a way to expand our departmental teaching and discussion of Greek theater, especially tragedy.*