

**Assessment Findings and Curricular Improvements
Department of Greek and Latin**

**Certificate Program in Greek & Latin
Certificate Program in Greek
Certificate Program in Latin**

**Master's Program in Classics (Greek and Latin)
Master's Program in Latin**

Doctoral Program in Greek and Latin

Assessment Measures

The Department of Greek and Latin uses the following measures to assess student learning outcomes:

- Placement exams in Greek and Latin
- Grades, course evaluations, and enrollment totals for required courses:
 - GR 511 (Greek Prose Composition)
 - LAT 511 (Latin Prose Composition)
 - GR 655 (Survey of Greek Literature)
 - LAT 655 (Survey of Latin Literature).
- Sight Exams in Greek and Latin
- Comprehensive Exams
- Progression Data

Assessment Findings

Placement exams in Greek and Latin

Since Fall 2006 all students entering the Department who previously studied Greek or Latin at institutions other than CUA have been required to take a placement examination. Each placement exam is three hours long. The only students exempted from this requirement are those who hold master's degrees in Classics. Placement exams are used by the graduate advisor to place entering students in the appropriate course, as well as to assess their initial competence in language comprehension and translation.

The Department of Greek and Latin analyzed the placement exam scores for the 06-07, 07-08, and 08-09 academic years. Of the eight graduate students entering in these years, six have taken the Greek exam and five the Latin exam. Scores on the Latin exam ranged from 77/100 to 96/100 and on the Greek exam from 60/100 to 82/100. As students proceed through coursework and translation exams, these entering scores are used as a benchmark to measure improvement.

For certificate students who have previously studied Latin or Greek, the placement exams serve the same function. Although certificate students do not take comprehensive exams, placement scores

can give them and their departmental advisor a realistic idea of how much they already know and where they belong in the sequence of courses. Because the certificate program began only in Fall 2007, however, there are not enough data to identify any trends.

Required courses

Prose Composition

The Department of Greek and Latin analyzed course grade, evaluation, and enrollment data in Greek and Latin Prose Composition for a five-year period (Fall 2003 through Fall 2007). These courses are required of certificate students, master's students, and undergraduate majors. They are also taken by graduates and undergraduates majoring in other departments and programs.

GR 511 (Attachment A).

Enrollment in this course remained steady, as did student performance. The drop in class average from A-/B+ to C in Fall 2006 appears to reflect the grading standards of the instructor for that semester rather than an actual drop in student performance. Although course evaluations show lower levels of student satisfaction with this instructor than with others who have taught the course, written comments suggest that the level of student learning was comparable to that of previous semesters.

LAT 511 (Attachment B)

Enrollment in this class steadily increased during the period. The main reason for this was an increasing number of certificate students and entering graduate students. During this period, student performance also remained relatively steady. The lower class averages for Spring 2005 and Spring 2006 are due to the different grading standard used by the instructor mentioned above. As in the case of GR 511, although course evaluations show lower levels of student satisfaction, written comments suggest a comparable level of student learning.

Survey Courses

The Department of Greek and Latin analyzed course grade, evaluation, and enrollment data in GR 655 and LAT 655. These courses are intended to survey all of Greek and Latin literature of the classical period and have been required of all graduate students since 2005. They are offered on a two-year cycle.

GR 655 (Attachment C)

This class was taught in Fall 2005 and again in Fall 2007. Average grades were high in both semesters. In Fall 2007, students rated the course and instructor at a lower level than the department average for that semester. Written evaluations complained that the quantity of material was at times overwhelming. The department considers this a normal reaction to a course that necessarily demands a great deal of time and effort. Course enrollment reflects the number of graduate students enrolled in the MA program in Classics.

LAT 655 (Attachment D)

This class was taught in Fall 2006 and Spring 2008. Average grades varied from one semester to the other because of differing grading standards. Course evaluations for both courses mention the near impossibility of reading everything on the reading list, but at the same time comment on the high level of student learning that took place in the course.

Sight exams

Before taking master's comprehensive exams, students are required to pass a sight exam in the ancient languages relevant to their program. Each exam consists of one short passage of prose and one of poetry, and students are given one hour to produce a translation without the use of a dictionary. Students are permitted to take the exam once per semester until they pass it. Passing the exam provides a good indication that a student is ready to take the translation exam portion of the master's comprehensives. Over the period Fall 2003–Spring 2008, eight students have passed sight exams: five in Greek and seven in Latin. Six of these students have taken comps so far: five of these passed the translation portion of the comps at the first sitting; one passed it at the second sitting.

Comprehensive exams (Attachment E)

Graduate students take MA comps whether they are enrolled in a terminal MA program or in the MA/PhD program. The only exception applies to students who already hold a master's degree in Classics from another institution **and** have taken MA comps similar to those required by the Department of Greek and Latin. PhD comps are required of all students in the MA/PhD program.

As the upper chart on Attachment E demonstrates, of the six students who maintained continuous registration, one completed MA comps in two years, three in three years, and two in four years. Those who took longer than three years to complete their MA comps were MA/PhD students who first completed all their coursework (to take advantage of three-year tuition waivers) and then began taking comps.

As the lower chart demonstrates, three students completed PhD comps during the period under investigation, but all had been admitted prior to 2000. Of the six MA/PhD students entering in 2004, 2005, 2006, and 2007, one is registered for PhD comps, one for MA comps, and four for courses.

Progression Data (Attachment F)

Comment on Enrollment and Retention

Graduate study in the field of Greek and Latin is not for the faint of heart. It requires the learning of two difficult languages, the reading of large quantities of sophisticated literature, and the mastery of over two thousand years of scholarship. Most classics programs focus on the thousand-year period between the eighth century BC and the second century AD. In the Department of Greek and Latin at CUA, Christian Antiquity is the major focus of study at the PhD level. This is a focus unique in North America, and extends the millennium studied by classicists an additional 500 years to include the Christian writings of the patristic period. The addition of this material means that the programs in Greek and Latin at CUA are in a number of ways more challenging than those at other institutions.

The patterns of enrollment and retention seen in Attachment F reflect this reality. Although the number of students applying to the department's MA and MA/PhD programs has increased, the totals are not large. From eight applicants in Fall 2003, the number has increased to fifteen applicants in Fall 2007. Constraints on financial aid and tightened admissions standards, however, have kept the size of entering classes low. During the period in question, cohorts of MA and MA/PhD students have not been larger than four. With such a small number of entering students, even an attrition of one or two students can reduce cohort size dramatically. Students who begin graduate work with unrealistic expectations of the workload tend to drop out within a semester or a year; those who remain often exit the program with a master's degree; those who persist to the PhD have a good chance of finishing, but not in most cases in a timely manner.

Comment on Time to Degrees/Graduation Rates

The progress of graduate students depends mainly on the time available to them to complete the many requirements they face.

Most MA/PhD students work up to twenty hours per week as lecturers or teaching assistants while they are registered for courses and comprehensive exams. After attaining doctoral status, when financial assistance from the university is typically no longer available, students sometimes teach even longer hours, usually off campus. The result is slower progress to the degree.

MA students are not employed as teaching assistants in the department, although they sometimes teach as lecturers. They often finance their degrees with personal savings or loans, and can devote themselves full-time to their studies. They also have to take fewer courses than PhD students in the three-year window for which the university provides tuition remission. As a result, they tend to finish their degrees more quickly. Between 2000 and 2008 the department awarded 11 master's degrees. Of the students receiving these, two finished in 2 years, three finished in 3 years, three finished in 4 years, one finished in 5 years, and two finished in 15+ years (both in unusual personal circumstances). Of the five who finished in either 2 or 3 years, four were MA students.

Curricular Improvements

In AY 2003-4, the Department of Greek and Latin conducted a self-study of its MA and PhD programs that culminated in May 2004 with a visit by two members of the Campus Advisory Service of the American Philological Association (the national professional organization of classicists). After reading the extensive materials prepared by the department and meeting with the provost, dean, members of the faculty, and graduate students, the visiting team delivered a report (the Miller-O'Donnell Report) in July 2004. The visitors pointed out three main programmatic shortcomings pertinent to the subject of outcomes assessment:

1) They noted that MA comps in the Department were not only more demanding than those in classics departments at other institutions; they were also more demanding than PhD comps at some institutions.

2) They stated that "the overall requirements for doctoral students (including those for the M.A.) have dissuaded many students from continuing in the program."

3) They observed that graduate students in the department lacked financial "support that competes with other programs nationally and that supports the time-to-degree demands of the program."

On the basis of the Miller-O'Donnell Report, the department made numerous changes in AY2004-5. The department's main changes in the area of outcomes assessment involved restructuring of the master's and doctoral comprehensive exams. The reading list of primary sources for the MA comps was cut by more than half, and a list of questions and pertinent secondary readings was assembled to serve as the basis for essay exams in literature and history. At the PhD level the standardized reading list was eliminated entirely, in favor of an *ad hoc* reading list for each student designed to correspond to the likely dissertation area (major field) and a second area of interest (minor field). Reading lists are designed by the student working with a faculty advisor and submitted for approval to the faculty as a whole. These changes went into effect in Fall 2005 and seem to have accelerated the time-to-degree for MA students. It is too early to tell whether they have done the same for PhD students.

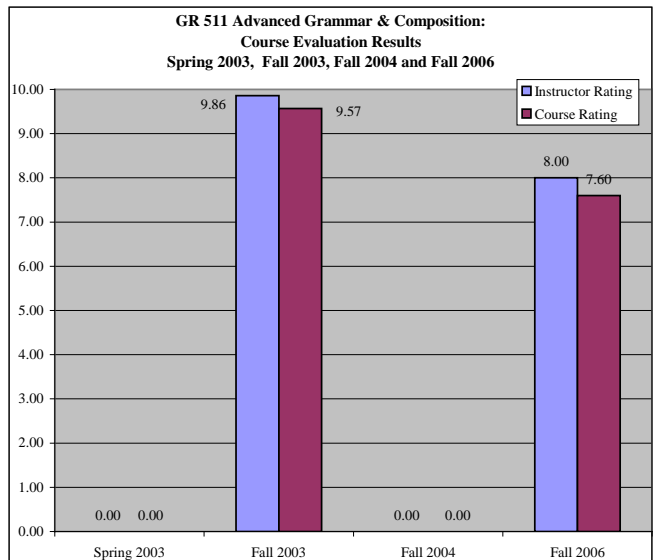
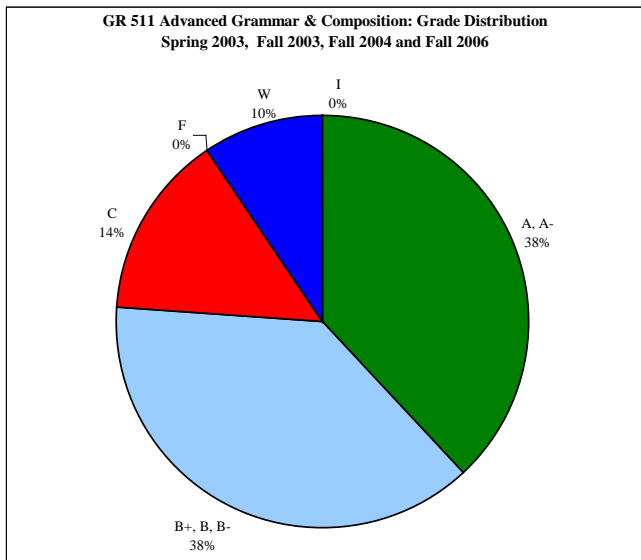
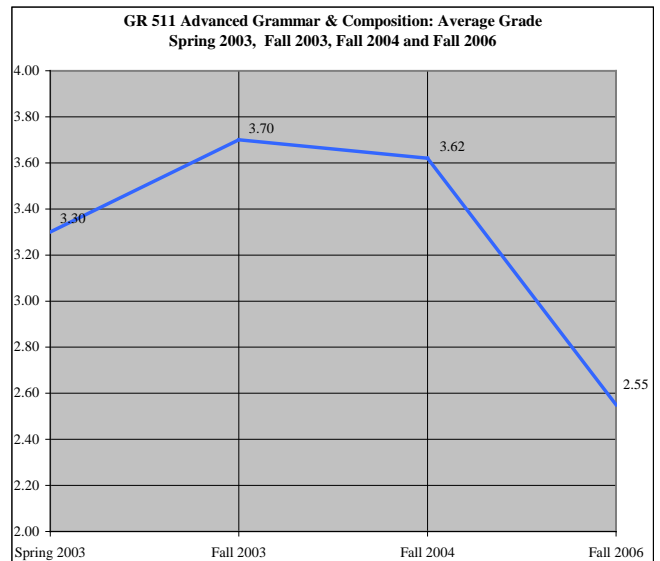
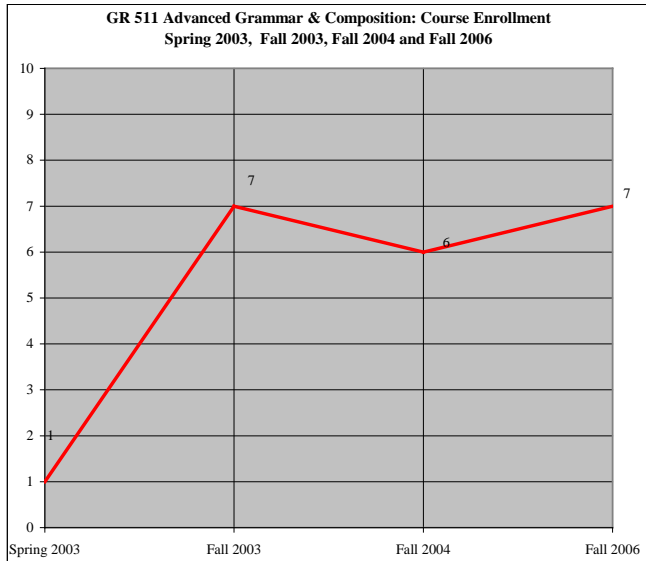
Other changes implemented since Fall 2005 include the addition of GR 655 and LAT 655 as required courses, the production of a 70-page Graduate Student Handbook (recommended by the Miller-O'Donnell Report) and the use of departmental evaluation forms to supplement University evaluation forms in the collection of student feedback at the end of each semester.

Attachment A

THE CATHOLIC UNIVERSITY OF AMERICA
Institutional Assessment

COURSE SUMMARY DATA: DEPARTMENT OF GREEK & LATIN
GR 511 Advanced Grammar & Composition

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution						Course Evaluation Results						
		Avg.	StDev.	A, A-	B+, B, B-	C	F	W	I	#	%	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.	
Spring 2003	1	3.30														
Fall 2003	7	3.70	0.37	4	3					7	100.00%	9.86	0.38	9.57	0.79	
Fall 2004	6	3.62	0.54	4	1			1			0.00%					
Fall 2006	7	2.55	0.64		3	3		1		5	71.43%	8.00	2.92	7.60	2.70	

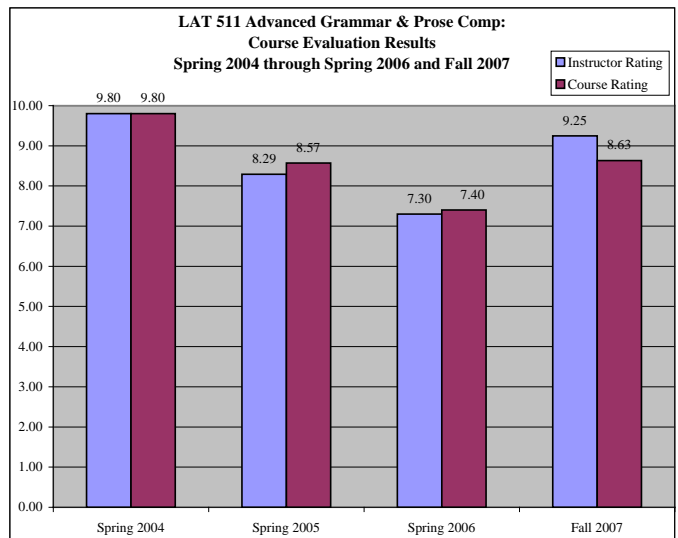
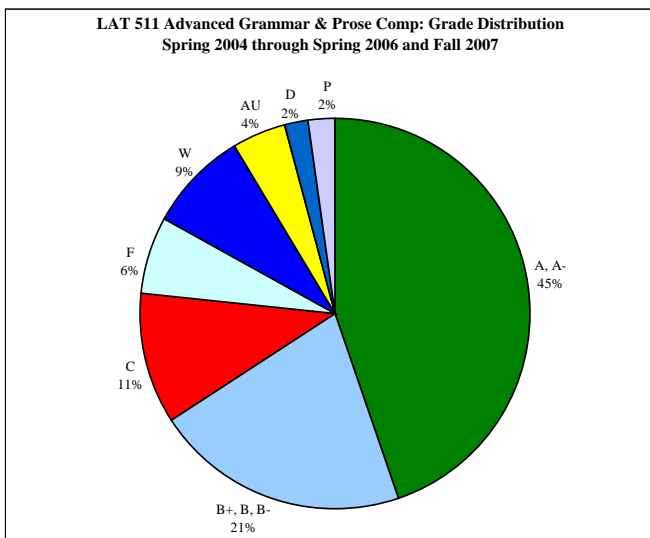
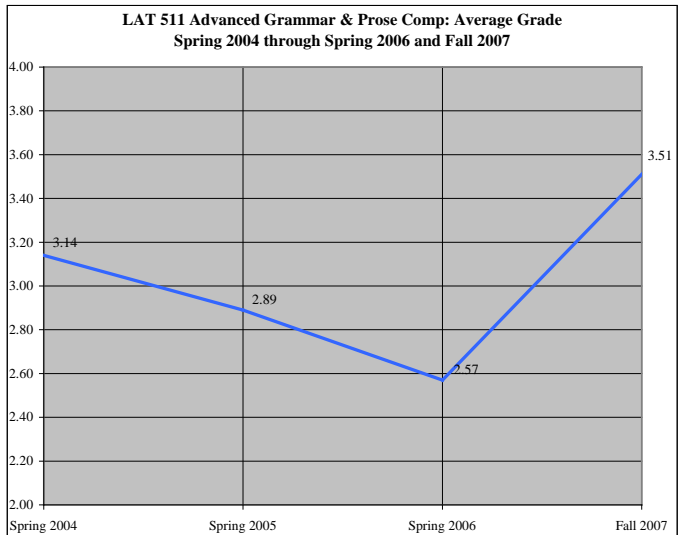
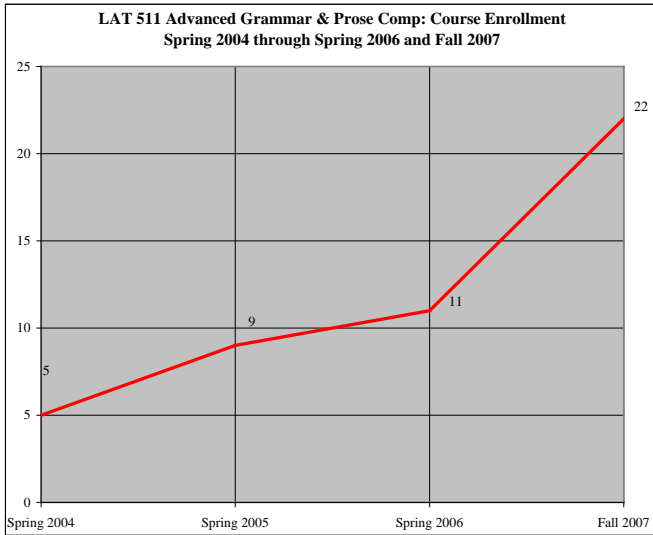


Attachment B

THE CATHOLIC UNIVERSITY OF AMERICA
Institutional Assessment

COURSE SUMMARY DATA: DEPARTMENT OF GREEK & LATIN
LAT 511 Advanced Grammar & Prose Comp

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution								Course Evaluation Results						
		Avg.	StDev.	A, A-	B+, B, B-	C	D	F	W	AU	P	Course Eval. #	%	Instructor Rating Avg.	StDev.	Course Rating Avg.	StDev.	
Spring 2004	5	3.14	1.76	4				1					5	100.00%	9.80	0.45	9.80	0.45
Spring 2005	9	2.89	1.32	4	2	2		1					7	77.78%	8.29	1.50	8.57	1.40
Spring 2006	11	2.57	1.40	4	1	3	1	1				1	10	90.91%	7.30	2.54	7.40	2.76
Fall 2007	22	3.51	0.50	9	7					4	2		16	72.73%	9.25	1.00	8.63	1.50

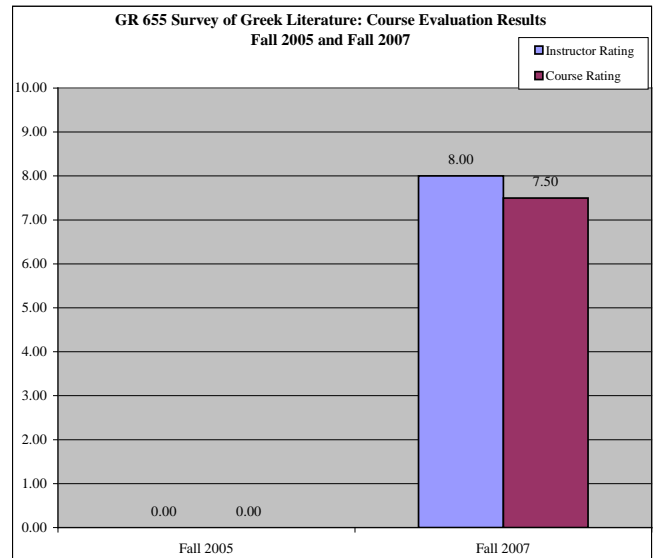
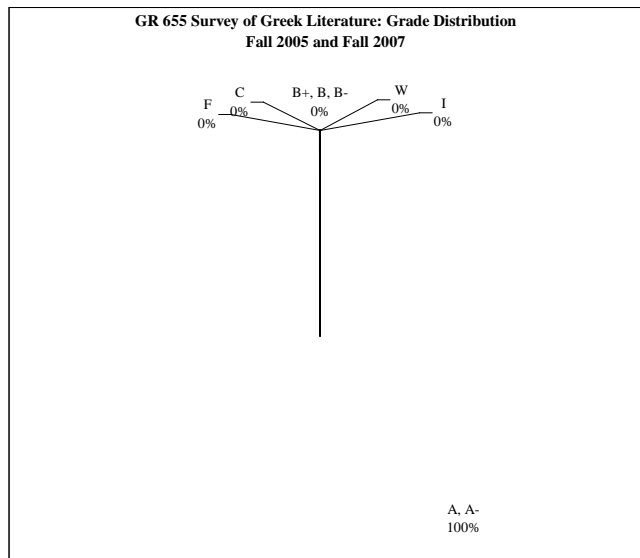
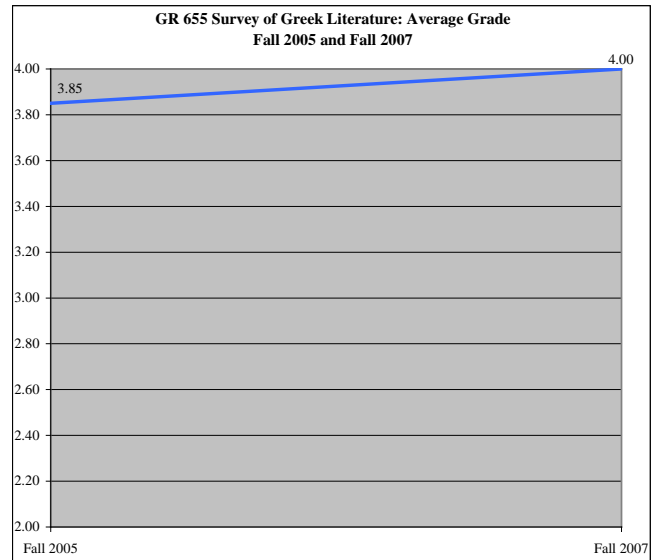
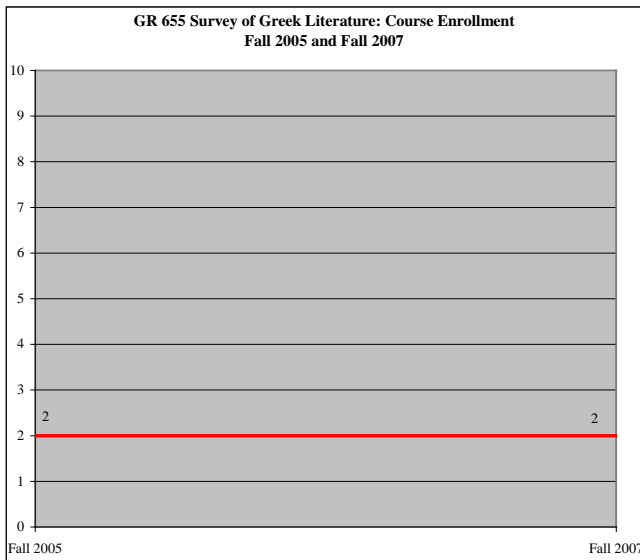


Attachment C

THE CATHOLIC UNIVERSITY OF AMERICA
Institutional Assessment

COURSE SUMMARY DATA: DEPARTMENT OF GREEK & LATIN
GR 655 Survey of Greek Literature

Term	Course Enrollment	Course Grade		Course Grades Grade Distribution						Course Evaluation Results						
		Avg.	StDev.	A, A-	B+, B, B-	C	F	W	I	Course Eval. #	Course Eval. %	Instructor Rating Avg.	Instructor Rating StDev.	Course Rating Avg.	Course Rating StDev.	
Fall 2005	2	3.85	0.21													
Fall 2007	2	4.00	0.00	2							2	100.00%	8.00	1.41	7.50	0.71

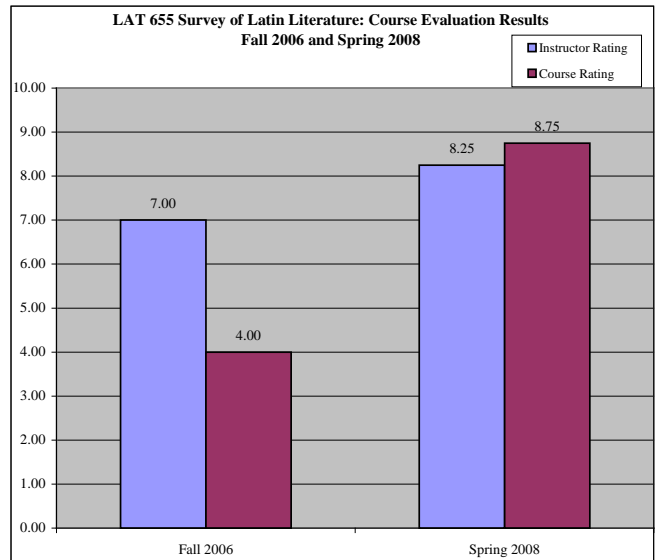
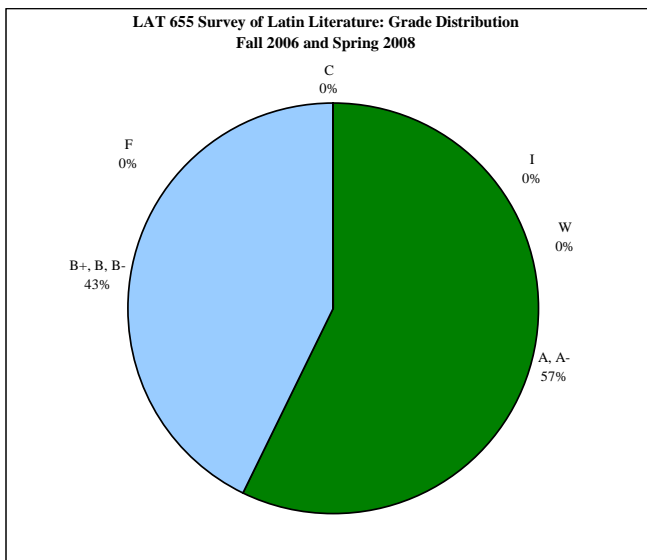
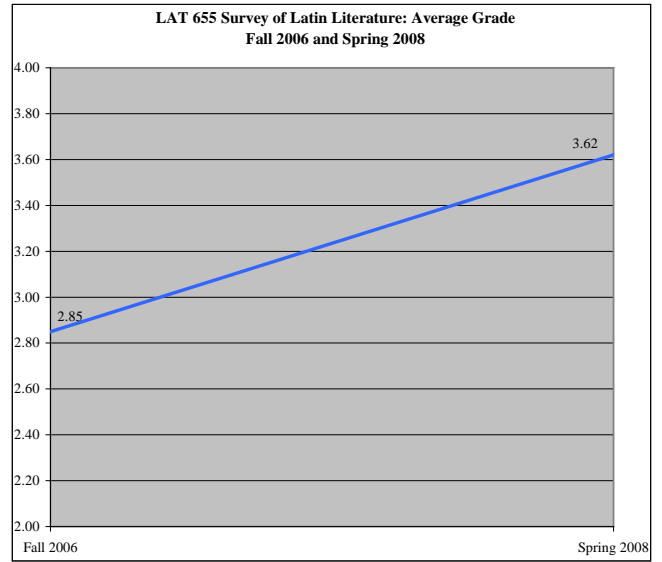
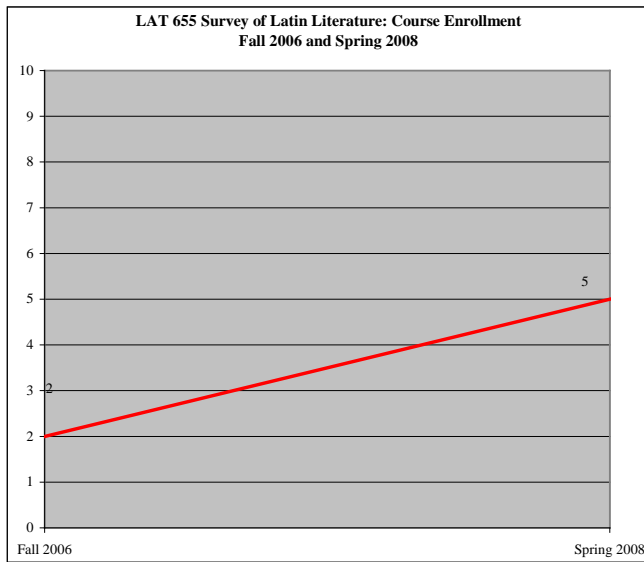


Attachment D

THE CATHOLIC UNIVERSITY OF AMERICA
Institutional Assessment

COURSE SUMMARY DATA: DEPARTMENT OF GREEK & LATIN
LAT 655 Survey of Latin Literature

Term	Course Enrollment	Course Grade		Course Grades						Course Evaluation Results						
		Avg.	StDev.	A, A-	B+, B, B-	C	F	W	I	Course Eval. #	%	Instructor Rating Avg.	StDev.	Course Rating Avg.	StDev.	
Fall 2006	2	2.85	0.21		2						1	50.00%	7.00		4.00	
Spring 2008	5	3.62	0.54	4	1						4	80.00%	8.25	2.06	8.75	1.50



Attachment E

**Graduate Student Comps Exam Data
Greek and Latin Department (Cohort 2000-2007)**

Master's Program**Comps**

Cohort	Cohort size MA students	Cohort size MA/PhD students	No. of students who did not maintain cont. registration	Passed MA comps in 2000-01	Passed MA comps in 2001-02	Passed MA comps in 2002-03	Passed MA comps in 2003-04	Passed MA comps in 2004-05	Passed MA comps in 2005-06	Passed MA comps in 2006-07	Passed MA comps in 2007-08
2000	1	0	1	0	0	0	0	0	0	0	0
2001	1	2	3		0	0	0	0	0	0	0
2002	0	1	0			0	0	0	1		
2003	2	2	1				0	0	3		
2004	2	1	2					0	0	0	1
2005	1	2	0						0	1	
2006	1	1	0							0	0
2007	1	2	1								0

PhD Program (includes all MA/PhD students above)**Comps**

Cohort	Cohort Size	No. of students who did not maintain cont. registr.	No. of students who left program after taking M.A.	Pass PhD comps in 2000-01	Pass PhD comps in 2001-02	Pass PhD comps in 2002-03	Pass PhD comps in 2003-04	Pass PhD comps in 2004-05	Pass PhD comps in 2005-06	Pass PhD comps in 2006-07	Pass PhD comps in 2007-08
pre-2000	3	0		1	0	0	1	0	0	0	1
2000	0	0		-	-	-	-	-	-	-	-
2001	2	2			0	0	0	0	0	0	0
2002	1	0	1			0	0	0	0	0	0
2003	2	1	1				0	0	0	0	0
2004	1	0	0					0	0	0	0
2005	2	0	0						0	0	0
2006	1	0	0							0	0
2007	2	0	0								0

Note: A particular cohort is defined as the combination of the students first enrolled in consecutive sessions of one year: the summer session, the fall semester, or the spring semester the following year.
For example, Cohort 2000 consists of the students first enrolled in Summer 2000, Fall 2000, or Spring 2001.

Attachment F

**Graduate Student Retention & Graduation Data Summary
Greek & Latin Department (Cohort 2000-2007)**

Master's Program

Cohort	Number of entering master's students	Number of entering MA/PhD students	Number of students who have not received a degree and did not maintain continuous enrollment	Number of students who enrolled in PhD program after receiving a master's degree	Number of students who passed MA comps	Graduated in 1st year	Graduated in 2nd year	Graduated in 3rd year	Graduated in 4th year	Graduated in 5th year
2000	1	0	1	0	0	0	0	0	0	0
2001	1	2	3	0	0	0	0	0	0	0
2002	0	1	0	0	1	0	0	0	0	0
2003	2	2	1	0	3	0	0	3	0	0
2004	2	1	2	1	1	0	0	0	1	
2005	1	2	0	0	1	0	1			
2006	1	1	0	0	0	0	0			
2007	1	2	1							

MA/PhD Program

Cohort	Number of entering doctoral students		Number of students who have not received a degree and did not maintain continuous enrollment	Number of students who left the program after receiving a master's degree	Number of students who passed MA comps	Number of students who passed PhD comps	Graduated in 3rd year	Graduated in 4th year	Graduated in 5th year	Graduated in 6th year	Graduated in 7th year	Graduated in 8th year
2000	0		-	-	-	-	-	-	-	-	-	-
2001	2		2	0	0	0	0	0	0	0	0	
2002	1		0	1	1	0	0	0	0	0		
2003	2		1	1	1	0	0	0	0			
2004	1		0	0	1	0	0	0				
2005	2		0	0	0	0	0					
2006	1		0	0	0	0						
2007	2											

Note: A particular cohort is defined as the combination of the students first enrolled in consecutive sessions of one year: the summer session, the fall semester, or the spring semester the following year. For example, Cohort 2000 consists of the students first enrolled in Summer 2000, Fall 2000, or Spring 2001.