

I. Program's Mission:

The program fills significant needs in West Virginia and surrounding states. It allows current Latin teachers to expand their knowledge base and to strengthen their own programs. It also contributes to the training of new teachers of Latin on the middle and secondary school levels, and prepares students to enter Ph.D. programs in Classical Philology. We also encourage students to interact with the larger Classics community and gain professional experience by attending and delivering papers at regional and national conventions. The M.A. in Latin is not designed to replace the M.A.T. in Latin currently offered by Marshall, nor does it guarantee licensing or certification to teach Latin in WV. It does, however, allow teachers certified in other disciplines to add Latin as a content area, and it will provide additional graduate hours for persons that hold professional teaching certification in Latin.

To these ends, each of the outcomes listed below aid in the preparation of our students for whichever route they choose. Our primary emphasis is on the study of Latin literature in its literary and historical contexts. However, concomitant with this study is the emphasis on oral and written skills. We emphasize writing in most of our classes, and we expect our students to participate informally through daily work and formally through presentations. We also expect a high degree of technological expertise on the part of our students, and we require our students to be aware of the electronic resources for the study of Latin, Roman culture, history and literary theory, and to use these resources in the learning and presentation of material.

II. Student Learning Outcomes Data Collection:

Last year we had four students in our MA program, two second year students and two first year students. The small number of students allows us to know them very well and to assess their progress in some detail. Their work involves oral presentation of translation of Latin literature in class, research on secondary sources, the writing of graduate-level papers, and, finally, the writing of a thesis, which is required of all candidates. Our data comes from 500-level Latin courses, CL 620 (Research methods), LAT 640 (Advanced Prose Composition) and LAT 681 (thesis hours). We do not include data from 600-level courses taught outside our department that students may take as electives; nor do we include data from 400- or 500-level Greek courses that students take to better qualify them for graduate school.

This year we gathered our data from the teachers in the specific classes who assessed the MA students in that class according to the learning outcomes specified below. Their results are in our grid.

III. Assessment:

| OUTCOME | METHOD OF ASSESSMENT | BENCHMARKS | RESULTS | ANALYSIS/PLANNED ACTIONS |
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| <p>1. (A) Demonstrate the ability to read Latin literature and to explain grammatical concepts.</p> | <p>Class work that emphasizes translation, grammar, and discussion. Grading criteria for oral and written class assignments and recitation. Criteria include attendance, preparation and participation. Because we have such an emphasis on class work, attendance is required in our classes. "Preparation" assesses the level of preparation, whether the students have read the notes attached to the text, whether or not they have prepared adequate vocabulary lists, whether or not they have attempted to put the Latin together, and whether or not they do their homework every day. "Preparation" does not assess the rightness or wrongness of the translation. "Participation" assesses whether or not the students volunteer for oral work on class and whether or not they respond to questions, or comment on the work of others.</p> | <p>Benchmarks: 1) Deficient: Students are inconsistent in class attendance, preparation, participation. 2) Average: Students are consistent in class attendance, preparation, participation. 3) Proficient: students show a high degree of preparation and participation. They are active and willing learners. Graduate students should achieve #3.</p> | <p>Students exceeded expectations.</p> | <p>We expect our graduate students to read at a faster pace than our undergraduate, and that they can read at a pace that is required of a PhD program. To this end the classes that we teach only with graduate students emphasize discussion of the text as much as translation.</p> |

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| <p>2. Demonstrate skill at the oral reading of Latin poetry and prose using appropriate pronunciation and metrical forms.</p> | <p>Class work that emphasizes the oral reading of Latin poetry and prose. Oral reading as part of the student's presentation of MA thesis.</p> | <p>1) Deficient: students consistently mispronounce Latin, are hesitant, cannot read poetry in metre. 2) Average: students typically do a good job of reading Latin, in terms of pronunciation and stress accents, are able to read poetry. 3) Proficient: Students read Latin for sense with very few pronunciation and accent errors, read poetry smoothly. Graduates should achieve # 3.</p> | <p>Three of our four students exceeded expectations. The fourth had issues with pronunciation.</p> | <p>We see definite improvement in this area, but continue to work with students on an individual basis.</p> |
| <p>3. Demonstrate in oral and written form the ability to interpret both prose and poetic literature, by showing awareness of and expertise at employing specific recognized literary interpretative theories or methodologies</p> | <p>Oral presentations and literary critical analyses that interpret Latin literature and its socio-historical contexts. Specific guidelines and grading criteria for oral and written class projects</p> | <p>Benchmarks: 1) Deficient: students score less than 70% on written and oral assignments; 2) Average: students score between 70 and 89% on written and oral assignments; 3) Proficient: students score 90% and above on quizzes and tests. Graduates should achieve #3.</p> | <p>Students exceeded expectations.</p> | <p>Our students become very well grounded in secondary literature, largely because that is an emphasis of our own research. We currently subscribe to an online bibliography (paid for with department funds, since the library cannot afford it), which enables greater preparation on the part of students.</p> |
| <p>4. Demonstrate in oral and written form special reading and interpretive skills in one chosen Latin author, using important secondary literature. This criterion is specific to Latin 660</p> | <p>Class discussion, oral presentations and literary critical analyses that place the chosen author and works in their cultural and literary contexts. Specific guidelines and grading criteria for oral and written class projects.</p> | <p>See benchmarks for #s 1 & 3 above. Graduates should achieve 3s in all areas.</p> | <p>Three of the four students have taken Latin 660, all with grades of <u>A</u>.</p> | <p>Our special author course was taught in summer term, and students read large quantities of primary and secondary authors in a short space of time. We felt that their work load approached that required of PhD programs.</p> |
| <p>5. Synthesize Latin reading skills and demonstrate proficiency in current literary theory and in standard research tools of the field to create an extended piece of research showing independent and original thinking.</p> | <p>Successful Master's Thesis; successful oral presentation of Master's Thesis. Specific guidelines and requirements for a Master's Thesis.</p> | <p>See benchmarks for #s 1, 2, and 3 above. Graduates should achieve 3s in all areas.</p> | <p>Two of the four students completed their master's thesis last year. Each have an oral presentation that was open to the Marshall community, and each passed his/her defense. Both theses received positive feedback from the Graduate College.</p> | <p>We are happy with the direction of student theses.</p> |

IV. Overview of changes implemented in your program this past year based on results and planned action specified in last year's report:

In general we are satisfied with our MA program. Because we had a gap in students, we have not done continuous assessment. Also we are dealing with a different student population this time around because our current students have come into the MA program directly after finishing their BA. These students are seeing the MA as a stepping-stone either to further graduate work or to teaching; and we are happy to report that of our two graduates from last year, one is currently in a PhD program, and one is teaching Latin on the secondary school level. Our previous MA students were returning students, i.e., they had spent some years working before they came back for the MA. These students were not necessarily seeing the MA as a pathway to future education or work in the field. In our previous report we felt that one weakness was the oral pronunciation of Latin. We feel that we are addressing this weakness.

V. Specify any changes/modifications made to your program based specifically on data obtained during Assessment Day activities.

We did not obtain any specific data on the MA program during Assessment Day, 2011. Our focus that day was on our undergraduate program.

VI. Assistance needed with assessment.

None at present.