

From the data above, one can see that the annual enrollment figures for the last 6 years of the Classical Languages Program are as follows: 1993-1994: 126, 1994-1995: 111, 1995-1996: 172, 1996-1997: 96, 1997-1998: 54, and 1998-1999: 105. Although the increase in enrollment from 126 students in 1993-1994 to 172 in 1995-1996 is impressive, the rapid decline to just 54 in 1997-1998 is troubling and cannot be explained. When Dr. Erickson came on board in the fall of 1998 as a temporary part-time assistant professor, the annual enrollment jumped to 105, in part because he offered classical mythology, a high enrollment course, in the spring of 1999. The total enrollment for the Classical Languages Program for the years under study was 664.

Dr. Erickson received the tenure-track position in Classical Studies in 1999 and made it one of his goals to stabilize and increase enrollments. During his first 3 years on the job, annual enrollments remained fairly constant and ranged from 77 students in 1999-2000 to 88 in 2000-2001. In the 2002-2003 academic year, he was in a position to raise enrollments by teaching classical mythology as an overload, which he did again in the following year. Predictably, annual enrollments rose sharply to 117 in 2002-2003 and increased still further to 128 in the 2003-2004 academic year. However, Dr. Erickson soon realized that he could not keep teaching an overload every spring and at the same time devote sufficient time to research. Therefore, he requested that his department chair, Dr. Walter Tschacher, hire Dr. Erik Williamson to teach classical mythology, which he did in the spring of 2005 with funds provided by Dr. Bruce Dearden, Interim Dean of Arts & Sciences. Hopefully, funds will be available to rehire him in the spring of 2006. In sum, despite the elimination of a half-time tenured position before the inception of the Classical Studies Program, the total enrollment for its first 6 years was 605, which is a decrease of only 9% from that of the last 6 of its predecessor.

Latin and Classical Studies Majors and Minors Graduated: A Comparison

In the spring of 1999, the Latin major and minor were eliminated due in part to a dwindling number of graduates. The more flexible Classical Studies major and minor were instituted in the fall of 1999 with hopes that they would attract more students without diminishing the quality of instruction in the classical languages. Below you will find charts which supply the graduation statistics for both the Latin major and minor and the Classical Studies major and minor for the same six-year periods that were employed for the enrollment statistics on pp. 9-12 above. The data was furnished by the Office of Institutional Research and the Office of the Registrar.

Latin: Number of Majors and Minors Graduated from the Fall of 1993 to the Spring of 1999

Classification	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	Total
Majors	1	0	0	2	1	0	4
Minors	2	0	0	0	0	0	2

Classical Studies: Number of Majors and Minors Graduated from the Fall of 1999 to the Spring of 2005

Classification	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	Total
Majors	0	1	1	3	4	5	14
Minors	2	0	3	0	0	1	6

As one can see, there were 350% more majors and 300% more minors in Classical Studies over six years than there were in Latin over the same length of time. In addition, whereas there was no real growth in the number of Latin majors and minors, there was a significant increase in that of Classical Studies majors and minors during the years under study. This increase can be attributed not only to the flexibility and quality of the Classical Studies Program but also to aggressive efforts in recruiting majors and minors.

Please note that in the summer of 2001, 1 student was granted a major in Classical Studies after he had already been graduated the previous year with a history major. Furthermore in 2001-2002, 2003-2004, and 2004-2005, there was 1 student each who graduated with Classical Studies as a third major. This data does not appear on the official reports issued by the Office of Institutional Research, but it can be found on the students' transcripts.

Assessment of Classical Studies Majors

The assessment of our majors' learning is important both for meeting accountability requirements and for giving them an opportunity to pull together what they have learned over their course of study. To make this experience as meaningful as possible, they are given a study guide detailing what they should review for the assessment examination and are invited to meet with Dr. Erickson should they have questions. Most students put in at least some review time and do confer with their professor if necessary. The exam is intended to be given immediately after they have completed all of the Latin and/or Greek courses that they have included in their individual study plans, which occurs after between two to four years of language study. Below you will find the assessment plan and procedures for Classical Studies and the assessment examination reports for each of the years in which the exam was administered. These documents vary slightly from the originals that were submitted to the Department of Modern & Classical Languages in that mainly minor errors, most of them stylistic in nature, have been corrected.

**Assessment Plan and Procedures for Classical Studies
Department of Modern and Classical Languages and Literatures
University of North Dakota**

- I. Goals for the Classical Studies Major.** By the time of completion of the major, a student majoring in Classical Studies should be able to do the following:
 - A.** Demonstrate a basic competence in reading Classical Latin and/or Greek, depending on the language option chosen by the student.

- B. Demonstrate a basic knowledge of Greek and/or Roman history and civilization in areas studied in the student's coursework.
- C. Demonstrate a basic ability to discuss, criticize, and interpret issues in Greek and/or Roman history, civilization, and culture (including literature), arising in the student's coursework.

II. Assessment Procedures. Assessment of the above goals will be made in the following manner:

- A. To assess A., each student shall take a translation examination of minimally one hour, half with a dictionary, half without. The examination will be commensurate with the student's coursework. Changes to this requirement may be made at the section coordinator's discretion.
- B. To assess B., each student shall take an objective examination on Greek and/or Roman history and civilization that covers topics dealt with in the student's coursework.
- C. To assess C., each student shall submit a paper on a topic concerning Greek and/or Roman history, civilization, or culture. A major paper from a course may be used for this purpose.

**Assessment Examination Report of the Classical Studies Section
Department of Modern and Classical Languages and Literatures
University of North Dakota
1999-2000**

In the spring of 2000, one student completed all of the requirements for the B.A. in Classical Studies. Prior to graduation, he was given an assessment examination consisting of these sections: 2 prose selections from Eutropius to be translated with a dictionary, 1 prose selection from Caesar to be translated without a dictionary, and 45 multiple-choice questions on Roman history and civilization. The student also had to submit what he considered his best research paper for a course that counts towards the major. The paper he selected was one that he wrote on Herodotus for Hist 501, Graduate Historiography. The translation and history/civilization sections were graded by Daniel N. Erickson, Section Coordinator, Classical Studies; the paper was evaluated by Edmund Clingan, Associate Professor of History.

The student scored 81% ("B-") on the passages he had to translate with a dictionary, and 89% ("B+") on the one done without one. One possible explanation for this is that the selections translated with dictionary assistance had been read about three months prior to the examination, while the one translated without it had been read just a week before the exam. Overall, the student did better on these translations than he typically did on passages of similar difficulty on quizzes and tests.

On the Roman history/civilization portion of the test, the student scored 87% ("B"), which was good, but somewhat lower than he typically scored on similar sections on quizzes and tests. He received an "A-" on the paper he did for Professor Clingan, whose comments were

generally favorable. The student's interest in and enthusiasm for Greco-Roman history are apparent.

From the results of the examination prepared and graded by Professor Erickson, it can be concluded that the student can read authentic intermediate-level Latin prose with some facility and that he has a broad, general knowledge of Roman history and civilization. From the paper that he submitted to Professor Clingan, it can be seen that he is capable of researching a topic in classical studies of interest to him and that he can write creatively and logically about it. In sum, the student performed well on all of the assessment criteria and thus meets the expectations of the Classical Studies Section for one graduating with a B.A. in Classical Studies.

Submitted by,

Daniel N. Erickson
Section Coordinator
Classical Studies

**Assessment Examination Report of the Classical Studies Section
Department of Modern and Classical Languages and Literatures
University of North Dakota
2000-2001**

During the spring and summer of 2001, three students wrote the assessment examination for Classical Studies. The instrument consisted of these sections: 1 prose selection from Caesar to be translated with a dictionary, 1 verse selection from Ovid to be translated without a dictionary, and 50 multiple-choice questions on Roman history and civilization. The students also had to submit what they considered their best research paper for a course that counts towards the major. All of them submitted "A" papers.

The breakdown of the scores is as follows:

- I. *Student #1:
 - A. Caesar: 75%
 - B. Ovid: 76%
 - C. Roman history and civilization: 86%

- II. Student #2:
 - A. Caesar: 91%
 - B. Ovid: 76%
 - C. Roman history and civilization: 92%

- III. Student #3:
 - A. Caesar: 96%
 - B. Ovid: 91%
 - C. Roman history and civilization: 100%

***Note:** Student #1 has not yet been graduated from UND.

In my opinion, these are acceptable results. It is clear that the students had little difficulty with Roman history and civilization, but struggled somewhat with the verse selection. As a result, more attention will be paid in class to reading Latin poetry. The somewhat low score of student #1 on the Caesar selection can be explained partially by poor class attendance; thus, the importance of attendance will continue to be emphasized.

It can be concluded that the students can read authentic intermediate-level Latin prose and poetry with some facility and that they have a broad, general knowledge of Roman history and civilization. From the papers that they submitted, it can be seen that they are capable of researching a topic in classical studies of interest to them and that they can write creatively and logically about it. In sum, the students performed satisfactorily to extremely well on the assessment criteria and therefore meet the expectations of the Classical Studies Section for students graduating with a B.A. in Classical Studies.

Submitted by,

Daniel N. Erickson
Section Coordinator
Classical Studies

**Assessment Examination Report of the Classical Studies Section
Department of Modern and Classical Languages and Literatures
University of North Dakota
2001-2002**

During the 2001-2002 academic year, four students wrote the assessment examination for Classical Studies. The instrument consisted of these sections: 1 Latin or Greek prose selection to be translated with a dictionary, 1 Latin verse selection or 1 Greek prose selection to be translated without a dictionary, and 50 multiple-choice questions on Roman history and civilization or 25 multiple-choice questions on Greek history and civilization. The students also had to submit what they considered their best research paper for a course that counts towards the major. All of them submitted “A” papers.

The breakdown of the scores is as follows:

- I. Student #1:
 - A. Caesar: 96%
 - B. Ovid: 91%
 - C. Roman history and civilization: 100%

- II. Student #2:
 - A. Caesar: 85%
 - B. Ovid: 64%
 - C. Roman history and civilization: 94%

- III. Student #3:
 - A. Caesar: 84%
 - B. Ovid: 44%
 - C. Roman history and civilization: 78%

- IV. Student #4:
 - A. Plato: 84%
 - B. 1 Timothy: 91%
 - C. Greek history and civilization: 91%

In my opinion, most of these scores are acceptable. It is clear that the students had little difficulty with either the Latin/Greek prose selections or with Roman/Greek history and civilization. However, one student scored below average, another well below average, on the Latin poetry section. The low score of student #2 can be explained partially by his absence from Latin for a year; student #3 is weak in Latin and struggled throughout her two years of study. In the future, students will translate the poetry selection with a dictionary, the prose selection without one.

It can be concluded that these students can read authentic intermediate-level Latin or Greek prose with some facility and that they have a broad, general knowledge of Roman or Greek history and civilization. From the papers they submitted, it can be seen that they are capable of researching a topic in classical studies of interest to them and that they can write creatively and logically about it. Two of the four students performed very well on all of the assessment criteria and therefore definitely meet the expectations of the Classical Studies Section for students graduating with a B.A. in Classical Studies. Of the other two, one meets the criteria; the other meets all of them, except for Latin poetry.

Submitted by,

Daniel N. Erickson
 Section Coordinator
 Classical Studies

**Assessment Examination Report of the Classical Studies Section
Department of Modern and Classical Languages and Literatures
University of North Dakota
2002-2004**

2002-2003 Academic Year: The assessment examination for Classical Studies was not administered in this year because there were not any students ready to take it.

2003-2004 Academic Year

In the spring of 2004, 4 students wrote the assessment examination for Classical Studies. Of these students, 1 had 2 years of Latin, 2 had 4 years of Latin, and 1 had 4 years of Latin and 2 of Greek. The range and difficulty of the examinations were gauged accordingly. The students also had to submit what they considered their best research paper for a course that counts towards the major. Three submitted “A” papers; the other submitted a “B” paper.

The breakdown of the scores is as follows:

- I. Student #1:
 - A. Caesar: 87%
 - B. Ovid: 88%
 - C. Roman history and civilization: 100%

- II. Student #2:
 - A. Caesar: 94%
 - B. Ovid: 97%
 - C. Livy: 95%
 - D. Roman history and civilization: 98%
 - E. The Latin language and Roman culture: 95%

- III. Student #3:
 - A. Caesar: 96%
 - B. Ovid: 99%
 - C. Livy: 91%
 - D. Roman history and civilization: 100%
 - E. The Latin language and Roman culture: 83%

- IV. Student #4:
 - A. Caesar: 95%
 - B. Ovid: 99%
 - C. Plato: 39%
 - D. Roman history and civilization: 100%
 - E. The Latin language and Roman culture: 90%

With one exception, these are fine scores. It is clear that the students had no difficulty with the Latin prose and poetry selections, Roman history and civilization, and the Latin language and Roman culture section. As promised in the assessment report for the 2001-2002 academic year, student #1, who studied Latin for just 2 years, was allowed to use a dictionary to translate the poetry passage, which contributed to a better score on this section of the test than had been typical in previous years. The other students, who had significant experience with Latin poetry, did not have this option. The low score of student #4 on the Plato selection is due to his absence from Greek for 2 years and his lack of time to review for this part of the test. In the future, students who wish to take the Greek portion of the assessment examination will be required to do so upon completion of two years of Greek study, which is all that is offered at present.

It can be concluded that these students have a sound grasp of Latin grammar, can read authentic Latin prose and poetry with facility, and have a good, general knowledge of the ancient Roman world. From the papers they submitted, it can be seen that they are capable of researching a topic in classical studies of interest to them and that they can write creatively and logically about it. All 4 students definitely meet the expectations of the Classical Studies Section for students graduating with a B.A. in Classical Studies. Please note that the Greek prose selection on the examination of student #4 was included by mutual consent of the student and section coordinator to give the student an indication of how much additional Greek review he would have to do before entering graduate school.

Submitted by,

Daniel N. Erickson
Section Coordinator
Classical Studies

**Assessment Examination Report of the Classical Studies Section
Department of Modern and Classical Languages and Literatures
University of North Dakota
2004-2005**

In the spring of 2005, 3 students wrote the assessment examination for Classical Studies. The instrument consisted of these sections: 1 prose selection from Caesar to be translated with a dictionary, 1 verse selection from Ovid to be translated with a dictionary, and 50 multiple-choice questions on Roman history and civilization. Contrary to usual procedure, dictionaries were permitted on both the prose and poetry sections because 2 of the 3 students had not taken any Latin course for some time. The students also had to submit what they considered their best research paper for a course that counts towards the major. Two submitted "A" papers; the other student's paper was scored "A-/B+."

The breakdown of the scores is as follows:

- I. Student #1:
 - A. Caesar: 79%
 - B. Ovid: 59%
 - C. Roman history and civilization: 86%

- II. Student #2:
 - A. Caesar: 95%
 - B. Ovid: 71%
 - C. Roman history and civilization: 94%

- III. Student #3:
 - A. Caesar: 91%
 - B. Ovid: 77%
 - C. Roman history and civilization: 98%

Most of these results are acceptable. It is clear that the students had little difficulty with Latin prose and Roman history and civilization, but struggled somewhat with the verse selection. The lower scores on the poetry section can be attributed to the students' absence from Latin poetry for from one to two years and their lack of time for review. As a result, greater diligence will be taken on the part of the professor to administer assessment examinations immediately upon the completion of the students' plan of language study.

It can be concluded that 2 of the 3 students can read authentic intermediate-level Latin prose and poetry with some facility and that they have a good, general knowledge of Roman history and civilization. From the papers that they submitted, it can be seen that they are capable of researching a topic in classical studies of interest to them and that they can write creatively and logically about it. In sum, 2 of the students performed satisfactorily to extremely well on the assessment criteria and therefore meet the expectations of the Classical Studies Section for students graduating with a B.A. in Classical Studies. Student #1 meets all of the assessment criteria, except for Latin poetry.

Submitted by,

Daniel N. Erickson
Section Coordinator
Classical Studies

Summary: Assessment of Classical Studies Majors

As seen above, 13 of the 15 Classical Studies majors who have been assessed have met or exceeded all of the assessment criteria as indicated on pp. 14-15; the other 2 have met all of them except for Latin poetry. It is felt that these are good results, seeing that the translation section of

the examination is comprehensive in nature and that Latin poetry takes longer to master than prose. To help ensure that students do better on the Latin poetry section in the future, students with just two years of Latin will continue to be allowed to use dictionaries to translate the poetry selection, and Dr. Erickson will see to it that students are administered the assessment exam immediately upon completion of their classical language studies.

Accomplishments of Program Graduates

As noted on p. 14, the Classical Studies Program has graduated 14 majors and 6 minors in the six short years of its existence. Below is a list of some of the accomplishments that are already to their credit:

- One major has earned teacher certification in Latin and English in Minnesota and North Dakota but has instead decided to attend law school at the University of Minnesota, where he has received a full tuition scholarship.
- One major is a graduate student and teaching assistant in the Department of Classical and Near Eastern Studies at the University of Minnesota. Besides his assistantship, he has received other substantial financial awards.
- At last report, one major was a graduate student and teaching assistant in the Department of History at Marquette University.
- One major has recently been admitted to graduate school in the Department of History at UND; another is a graduate student and teaching assistant in the same department.
- One major has been admitted to graduate school in the Department of Educational Leadership at UND; one minor has been admitted to graduate school in the same discipline at the University of Connecticut.
- One minor will be a third-year medical student this fall at UND.
- After completing his service in the Peace Corps, one major will apply to law school.

The progress of these and other students will be tracked, and it will be fascinating to see how far they go in their lives and careers. Beginning in the fall of 2005, the accomplishments of graduates of all sections within the Department of Modern & Classical Languages & Literatures will be published in a newsletter that will be distributed across campus and to department graduates.

Letters of Evaluation and Support from Program Graduates and Outside Evaluators

A proper evaluation of any new program requires not only the perspective of the program's coordinator but also that of others, such as program graduates and outside evaluators. On the following ten pages, you will find letters of evaluation and support written at the request of Dr. Erickson by such individuals so that views other than his own may be heard.

Summary and Comments: The Views of Program Graduates

As seen in their letters above, the program graduates offered some suggestions for the improvement of the Classical Studies Program. Their advice is as follows: UND should both hire an additional professor so that Greek and other classes can be offered on a regular basis and that it should have the ability to recommend students for certification in Latin so that they do not have to go through Concordia College for such approval. However, their overwhelming satisfaction with the program and their deep appreciation of the classics are apparent.

Speaking to the value of his Classical Studies degree in his obtaining financial assistance for graduate study in the Department of Classical and Near Eastern Studies (CNES) at the University of Minnesota, Peter Haugen writes: “[. . .] the training I received in UND’s Classical Studies Program put me in a position to be offered by CNES an outstanding award package, including two large fellowships and the guarantee of aid through three years of graduate studies with the department” (p. 23). David Jenson, who earned teaching certification in Latin and English, declares:

My study of Latin has greatly improved my vocabulary and reading abilities in English, allowing me to access levels of meaning in texts that are unavailable to other students. The discipline required to study Latin has crafted me into a more organized person and a more serious and professional student than I otherwise would have been. Learning about ancient culture and mythology has informed my perspective on modern literature and history. I simply cannot quantify all that I have gained through my participation in this program” (p. 26).

Kristi Nelson writes in praise of Dr. Erickson’s efforts: “I applaud your hard work and dedication to the Classical Studies program, which ultimately has resulted in an increase in the number of students majoring in Classical Studies. I do not know of many majors within our university that are ‘run’ by a sole professor” (p. 25). On the value of Latin for preparing a person for a career in law and the positive effect that it can have on one’s intellectual development, Geoffrey Vandrovec asserts: “Learning Latin and studying the classics have not only prepared me for my future career choice, but has [sic] also made me a more well-rounded individual by learning the impact that the past still has on society today” (p. 28).

In sum, David Jenson captures well what many feel about the place and role of Classical Studies at our university:

I see the Classical Studies program as an integral part of the academic offerings at UND. UND was founded on the basis of the liberal arts, and I believe that it is important to maintain a healthy emphasis on the liberal arts as the university moves forward in establishing itself as a leading research institution. A university should produce well-rounded students, and fewer [sic] programs are better at producing such students than the Classical Studies program” (pp. 26-27).

I could not have said this better myself. Any university that is worthy of the name must value and support Classical Studies as much as it does more glamorous programs.

Summary and Comments: The Views of Outside Evaluators

Like the program graduates, the outside evaluators recommend that that UND hire an extra professor in order that additional courses may be offered and to ease the burden on

Dr. Erickson. Mrs. Laureen Hollifield, a Latin instructor at Central and Red River High Schools in Grand Forks, perceptively points out that an additional professor is also important so that students may be exposed to different scholarly perspectives (p. 30). She also stresses that UND needs to reestablish the Latin teaching major on its own campus (p. 30). Dr. Erickson is in full agreement with her because the articulation agreement with Concordia College, while useful, has too much red tape.

In regard to Latin teaching, Mrs. Hollifield observes that five of the ten Latin teachers in North Dakota will be eligible for retirement in the next eight years (p. 30). Dr. Erickson feels that this is an excellent opportunity for UND's students interested in teaching Latin because most of them are from North Dakota and want to stay in the state. Mrs. Hollifield, a UND graduate, supports this point of view:

I grew up in Dickinson and Bismarck [. . .]. I received my bachelor's degree in Classical Languages in 1972. In 1995, I received a second bachelor's degree in English. Having such a program here in my home state kept me in North Dakota. Had I left to receive my education I would not have returned (p. 30).

While many students want to leave North Dakota to pursue an education, others are eager to attend our universities if they offer the programs in which they are interested. We must ensure that these programs, including the Classical Studies Program at UND, are offered and that they supply students high quality instruction, a variety of courses, and preparation for careers for which there is a market in our state.

Dr. David Marshall, Professor of English at UND, is emphatic that our university needs a strong Classical Studies Program. He eloquently states:

First and foremost, there can be no doubt that Classical Studies are crucial to UND's prime directive of basing its undergraduate education on the humanities. Knowledge of the classical world, its languages and cultures, the start of Western thought and history, remain the very foundation stone upon which our learning is based. This area of study is not just necessary, it is ontological to the concept of Western education, for the Greeks teach us what it means to try germinal ideas first, and the Romans teach us what a nation must do in governing civilly and with respect for other ideas and cultures, both concepts direly needed in current political debate" (p. 31).

In an era when the classics are often marginalized and even deemed irrelevant, Dr. Marshall's thoughts are worth considering. We are often so enthralled with the scientific and technical advances of our modern civilization that we forget that they would have been impossible were it not for the Greeks and Romans who had first paved the way. By studying Greek and Roman history, we learn more about what our country can do to govern itself successfully and live at peace with other nations and about the pitfalls it must avoid to avert disaster. History does not necessarily have to repeat itself.

Besides serving the UND community, Classical Studies serves North Dakota as a whole. Dr. Marshall writes:

Students and adult learners across the state seek out UND for its leadership in the preservation of learning about the ancient world's impact on their lives, and that impact does continue today, from the need of attorneys to know Latin to the desire of clergy to learn Greek, the language of the New Testament. Teachers, clergy, attorneys, and those interested in the foundations of learning find a place

at UND where their interests can be met and their questions answered, where courses are available for further acquisition of learning.

These words are important to remember because UND, as a state institution, is funded in part by the taxpayers of the state, who deserve an institution where they may gain knowledge about all fields of inquiry, which is the actual meaning of “university.” As the flagship university of our state, the University of North Dakota must take the lead and both support and develop solid programs in all areas of learning, including the liberal arts, of which Classical Studies is a basic component. As Dr. Marshall points out, without these fundamental disciplines, a university is nothing but a glorified trade school (p. 31).

Summary, Conclusions, and Recommendations

Since 1885, the University of North Dakota has offered instruction in the classical languages. Students once had 3 majors from which to choose: Greek, Latin, and Classical Languages. The B.A. in Latin, the only degree to survive among the 3, was replaced in 1999 with the B.A. in Classical Studies, which has proven to be a wonderful success. The Classical Studies Program serves not only students majoring and minoring in the subject but also UND as a whole and our great state.

Twenty-five years ago, there were 2 full-time faculty members teaching the classics at UND. This number was eventually reduced to 1 full-time and 1 half-time faculty member. Since 1998, however, there has been only 1 professor, Dr. Daniel N. Erickson. Due both to an increasing interest in the wide selection of courses offered by Classical Studies and to a growing number of majors and minors in the discipline, Dr. Erickson’s ability to meet students’ needs has been stretched to the maximum.

The total enrollment in courses offered by the Classical Studies Program in its first 6 years was 605. This compares favorable with 664 for the last 6 years of the Classical Languages Program if one considers that all Classical Studies courses were taught by a sole professor until the spring of 2005, when a lecturer was hired temporarily to teach classical mythology. A much sharper decrease would have been expected. It should also be noted that whereas the enrollments in the Classical Languages Program declined sharply towards the end of its existence, those for its successor have grown from 77 in the 1999-2000 academic year to 115 in 2004-2005, an increase of nearly 150%.

When one compares the number of majors and minors graduated from the two programs during the same six-year periods, the improvement is even more remarkable. The Classical Studies Program graduated 350% more majors and 300% more minors than the Classical Languages Program did Latin majors and minors, which can be attributed to the flexibility of the new program, aggressive recruiting efforts, and the program’s quality.

Assessment is an integral part of the Classical Studies Program. In the spring of 2004, 3 GER courses offered by Classical Studies were evaluated and proved to meet all applicable GER criteria. In the fall of 2005, work on the assessment of the other 6 GER courses will begin. It should be complete by the spring of 2008, given the current allocation of one faculty member to the section.

The assessment of Classical Studies majors is complete and up to date. Of the 15 students who have been evaluated, 12 met all assessment criteria and received their degrees, 1 met them but has not yet been graduated, and 2 met all criteria, except for Latin poetry, and were

graduated. Seeing that the examination is comprehensive and that Latin poetry takes longer to master than prose, Dr. Erickson feels that these results are good. Besides, program graduates have been quite successful, with one earning teacher certification in Latin and English, and others pursuing advanced degrees in classical studies, history, higher education, and medicine.

Letters from program graduates and outside evaluators indicate that they are very satisfied with the Classical Studies Program and support it wholeheartedly. However, two suggestions for the improvement are put forward. First, the Classical Studies Section needs an additional professor so that Greek and other courses may be offered more regularly. This would also provide students with the viewpoints of another classicist and reduce Dr. Erickson's heavy workload. Secondly, UND should regain the ability to recommend students for Latin certification and thus eliminate the need for the articulation agreement with Concordia College and the time-consuming procedures entailed therein. Dr. Erickson agrees completely with these recommendations and will do his best to turn them into reality.

Follow-Up Activities

Below is a list of follow-up activities, most of which have been indicated in various sections of this new program evaluation:

- Have students assess the following GER courses in accordance with the schedule on p. 8: CLAS 102, CLAS 201, CLAS 151, CLAS 152, CLAS 251, and CLAS 364.
- Continue to track the progress of program graduates.
- Mail a program assessment form to graduates by 5/31/06, finish a report of the results thereof by 8/31/06, and distribute it to the appropriate administrators.
- Prepare CLAS 364 and CLAS 362 and offer these courses in the spring and fall of 2008, respectively.
- Submit a request for the reinstatement of the Latin teacher certification option to the University Senate Curriculum Committee as soon as there is sufficient data to support it, which may be in the fall of 2008.
- Continue to make the case to the appropriate administrators of the need to hire an additional classicist.
- As one will notice from the enrollment statistics on pp. 9-12, there is always a drop in the number of students enrolled in continuation Latin courses. This in part can be explained by the fact that many of my students also study math, biology, chemistry, and physics. The departments that teach these courses do not seem to have sufficient resources to offer enough sections of their high-demand courses. The resulting time conflicts force students to make the choice between continuing with Latin and taking the science courses they need for various programs, such as the health professions. Other sections within my

department experience the same difficulty. I would suggest that UND look into this issue and determine what can be done to solve it.

Barring any unforeseen difficulties, the follow-up activities with set deadlines should be able to be completed on time.