Ph.D. in Latin and Roman Studies, Distance Learning Program Academic Assessment Plan 2012-2013

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Office of the Provost

University of Florida

Institutional Assessment

Continuous Quality Enhancement

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Academic Assessment Plan for Latin and Roman Studies
College of Liberal Arts and Sciences

A. Mission

- The mission of the Distance Learning Program in the Department of Classics at the University of Florida is to give students access to the literature, history, archaeology, mythology, and philosophy of the ancient Roman world through an array of graduate courses that introduce texts, artifacts, and ideas worth studying both in their own right and as formative influences that shaped later cultures. Such study deepens students' understanding of present-day issues by inculcating a sense of historical perspective that takes account of both the differences and the continuities between contemporary and ancient cultures. The Program's mission aligns with the mission of the College of Liberal Arts and Sciences, which is to lead the University's academic quest to understand our place in the universe, and to help shape our society and environment. Since our distance students are teachers in Florida and throughout the country, the Program's mission aligns with the University's mission to offer broad-based public education, leading-edge research, and service to the citizens of Florida, the nation, and the world.

- Graduate students immerse themselves in the language and culture of ancient Rome. This philological training enhances students' teaching effectiveness and advancement opportunities in K-12 education and in higher education.

B. Student Learning Outcomes and Assessment Measures

Knowledge:

1. Students identify and parse elements of Latin grammar, vocabulary, and syntax to an advanced level of competence.

2. Students identify and define essential aspects of Roman literature, history, and culture.

3. Students distinguish research methods and theories that pertain to the field of Classical Studies.

Skills:

4. Students translate and interpret Latin passages at an advanced level of competence.

5. Students develop at least one academic research project of publishable quality.

Professional Behavior:

6. Students work ethically and professionally with students and colleagues of all backgrounds.

C. Research

We expect our distance students to submit an original PhD dissertation after several years of training and preparation. To this end, we require them to submit high-quality research papers (15-25 pages in length) and translation exams for their seminars. We require that all of our doctoral students take a minimum of six seminars, as well as Latin Prose Composition. Potential graduate students must submit a writing sample (usually a research paper), pass a diagnostic Latin translation exam, and visit the department in person. Incoming graduate students are required to attend the Summer Latin Institute on campus, during which they receive orientation, as well as individual counseling from the Director of Distance Learning. In this manner, all distance graduate students receive guidance from the outset. Distance graduate students are required to come to campus regularly for the Summer Latin Institute and/or final exams, mentored individually on an annual basis, and encouraged to find faculty mentors with similar research interests.

D. Assessment Timeline

Program: PhD in Latin and Roman Studies   College of Liberal Arts and Sciences

Note on assessment timeline for distance students: students enrolled in our distance learning graduate program are, in nearly all cases, employed full-time as high-school Latin teachers across the country. Therefore, we expect them to progress more slowly than full-time, on-campus graduate students. The typical Ph.D. distance student in Latin and Roman Studies is able to transfer 30 credits of their Master's degree to UF, leaving a minimum of 60 course credits to take, along with one major written examination, two special topic examinations or research papers, and two proficiency exams in modern foreign languages, in addition to the writing and defense of a dissertation. Students typically take three credits per Fall or Spring semester, and six credits in the summer. With this steady progress, students are able to graduate with the Ph.D. in Latin and Roman Studies within seven years.

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3
Knowledge			
SLO 1	seminar translation exams	Latin Prose Composition	comprehensive exam on Latin reading list
SLO 2	Seminar exams/research papers	comprehensive exam on history of Latin literature	comprehensive exam on history of Latin literature
SLO 3	Seminar research papers	Special topic paper	written and oral portions of dissertation
Skills			
SLO 4	diagnostic	seminar	comprehensive exam on Latin

	translation exam	translation exams	reading list
SLO 5	Seminar research papers	Special topic paper	written portion of dissertation
Professional Behavior			
SLO 6	employment verification (for incoming students)	Mentoring / observation	Annual evaluation

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E. Assessment Cycle

Assessment Cycle for:
Program: PhD in Classical Studies   College of Liberal Arts and Sciences

Analysis and Interpretation: May - June
Program Modifications: Completed by August 20
Dissemination: Completed by September 15

Year SLOs	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge						
SLO 1			x	x	x	x
SLO 2			x	x	x	x
SLO 3			x	x	x	x
Skills						
SLO 4						
SLO 4\5			x	x	x	x
Professional Behavior						
SLO 6			x	x	x	x

Note: data collection for these assessments will begin in the 2012-2013 academic year. We did not collect data in prior years.

F. Measurement Tools

Our measurement tools are comprised of a combination of methods. The research methods and theory *knowledge* SLOs, as well as the completion of publishable papers *skills* SLOs, are measured by the graduate faculty who teach the advanced-level seminars and set the targeted requirements for them. Successful dissertation proposals are measured by either a pass or an unsatisfactory given out by a graduate faculty committee. The same holds true of dissertation defenses.

Students' knowledge of Latin is measured before they are even officially accepted as students, since they are required to take and pass a sight translation exam as part of the application process. Once enrollment begins, the *knowledge* SLO pertaining to expert knowledge of Latin and Roman literature and culture is measured by qualified faculty in the seminar offerings and, additionally, by way of two comprehensive examinations, one featuring sight translation of primary sources in

Latin, the other featuring essay questions on Roman literature, history, and culture. All students are also required to take Latin Prose Composition, which tests their mastery of the Latin language through English to Latin translation exercises. The student's understanding of the major trends, facts, and issues of Roman literature, history, and culture are further tested in a special topic exam or research paper (the topic is chosen by the student, in consultation with a faculty advisor).

Current employment as a teacher is a requirement for participation in the distance learning program, and is verified upon the student's acceptance into the program. Students have the opportunity to interact with colleagues from around the country during the annual Summer Latin Institutes on-campus, and also in the distance seminars.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
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Velvet Yates	Director of Distance Learning	vyates@ufl.edu	273-3703

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at http://www.aa.assessment.edu

Program: Year:

Component	Criterion	Met	Partially Met	Not Met	Comments
Mission Statement	Mission statement is articulated clearly.	x			
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.	x			
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.	x			
	SLOs focus on demonstration of student learning.	X			
	SLOs are measurable.				
	Measurements are appropriate for the SLO.	x			
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.	x			
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.	x			
	The Assessment Map identifies the assessments used for each SLO.	x			
Assessment Cycle	The assessment cycle is clear.	x			
	All student learning outcomes are measured.	x			
	Data is collected at least once in the cycle.	x			
	The cycle includes a date or time period for data analysis and interpretation.	x			
	The cycle includes a date for planning improvement actions based on the data analysis.	x			
	The cycle includes a date for dissemination of results to the appropriate stakeholders.	x			

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Component	Criterion	Met	Partially Met	Not Met	Comments
		Rating			
Measurement Tools	Measurement tools are described clearly and concisely.	x			
	Measurements are appropriate for the SLOs.	x			
	Methods and procedures reflect an appropriate balance of direct and indirect methods.	x			
	The report presents examples of at least one measurement tool.	x			
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified	x			

Appendix. Example of Assessment, and grading rubric

PhD application sight translation exam

<div align="center">Spring 2013</div>

Please translate the following two passages, and parse the underlined words. Parsing should include the reason why a given word is in a particular case or mood. (Some of the parsing questions for the second passage are more specific.) No dictionary or other aids allowed. **Time: 90 minutes.**

Bona Fortuna!

PASSAGE 1:

Res est omnis in hac causa nobis, iudices, cum Clodia, muliere non solum nobili verum etiam nota; de qua ego nihil dicam nisi depellendi criminis causa. Sed intellegis pro tua praestanti prudentia, Cn. Domiti, cum hac sola rem esse nobis. Quae si se aurum Caelio **commodasse** non dicit, si venenum ab hoc sibi paratum esse non arguit, petulanter facimus, si matrem familias secus quam matronarum sanctitas postulat nominamus. Sin **ista** muliere remota nec crimen ullum nec opes ad **oppugnandum** M. Caelium illis relinquuntur, quid est aliud quod nos patroni facere debeamus, nisi ut eos qui insectantur repellamus? Quod quidem facerem **vehementius**, nisi intercederent mihi inimicitiae cum istius mulieris viro – fratrem volui dicere; semper hic erro. Nunc agam modice nec longius **progrediar** quam me mea fides et causa ipsa coget: nec enim muliebris umquam inimicitias mihi gerendas putavi, praesertim cum ea quam omnes semper amicam omnium potius quam cuiusquam inimicam putaverunt. Sed tamen ex ipsa quaeram prius utrum me secum severe et graviter et prisce agere malit an remisse et leniter et urbane. Si illo austero more ac modo, aliquis mihi ab inferis excitandus est ex barbatis illis non hac barbula, qua ista delectatur, sed illa horrida, quam in statuis antiquis atque

imaginibus videmus, qui obiurget mulierem et pro me loquatur, ne mihi ista forte suscenseat. Exsistat igitur ex hac ipsa familia aliquis ac potissimum Caecus ille; minimum enim dolorem capiet, qui istam non videbit.

Passage 1 Parsing:

1. commodasse:
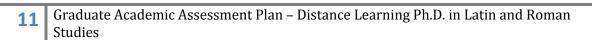
2. ista:

3. oppugnandum:

4. vehementius:

5. progrediar:

PASSSAGE 2:

Nunc est bibendum, nunc pede libero

Pulsanda tellus, nunc Saliaribus

Ornare pulvinar deorum

Tempus erat dapibus, sodales.

Antehac nefas depromere Caecubum   5

Cellis avitis, dum Capitolio

Regina dementis ruinas

Funus et imperio parabat.

Contaminato cum grege turpium

Morbo virorum, quidlibet impotens   10

Sperare fortunaque dulci

Ebria. Sed minuit furorem

Vix una sospes navis ab ignibus,

Mentemque lymphatam Mareotico

Redegit in veros timores   15

Caesar, ab Italia volantem

Remis adurgens, accipiter velut

Mollis columbas aut leporem citus

Venator in campis nivalis

Haemoniae, daret ut catenis   20

Fatale monstrum. Quae generosius

Perire quaerens nec muliebriter

Expavit ensem nec latentis

Classe cita reparavit oras.

Passage 2 parsing:

What is the name for the construction of est bibendum (line 1)?

Dementis (line 7) agrees grammatically with 'ruinas,' but agrees in sense with what word?

Parse turpium (line 9), and give the word it modifies:

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Parse <u>redegit</u> (line 15):

What word does <u>Mollis</u> (line 18) modify?

Grading rubric for PhD application sight translation exam:

High pass: student gives smooth, intelligible translation of passages, with very few vocabulary or grammar errors. Answers to parsing questions are precise, and nearly all correct.

Pass: student makes some vocabulary or grammatical mistakes in translating some of the more difficult phrases, but has a good overall comprehension of the passages. Translation may be somewhat stilted. Answers to parsing questions may make a couple of errors, but show good basic understanding of Latin grammar and syntax.

Fail: student gives unintelligible translations, only getting a few vocabulary words right, follows word order too rigidly and doesn't recognize the use of various verb moods and tenses. Answers to parsing questions include misidentification of basics of Latin grammar and syntax.