

# **Master of Latin Academic Assessment Plan 2012-2013**

College of Liberal Arts and Sciences  
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*Office of the Provost*

*University of  
Florida*

*Institutional  
Assessment*

*Continuous Quality  
Enhancement*

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# Academic Assessment Plan for Classical Studies

College of Liberal Arts and Sciences

## A. Mission

- The mission of 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 Greek and 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 Department'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. The Department'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 Greece and Rome. This philological training prepares students for careers in higher education and K-12 education. It also equips students with a battery of analytical skills transferable to a wide variety of professions including law, politics, business, bioscience, computer science, communications, and media.

## B. Student Learning Outcomes and Assessment Measures

Knowledge:

1. Students synthesize knowledge of the research methods and theories that pertain to the field of Latin language and literature and apply that knowledge to the classroom in pedagogically sound ways.
2. Students identify and define expert knowledge of Latin language, literature, Roman culture.

Skills:

3. Students complete conference papers, research abstracts and chapters, and peer-reviewed publications.
4. Students develop their interviewing and other skills to achieve successful job placement.

Professional Behavior:

5. Students show the capacity to work ethically and professionally with students and colleagues of all backgrounds.
6. Students illustrate willingness to take on service commitments or leadership positions through, for example, participation in departmental, college, or university committees, service to professional or community organizations.

### C. Research

We expect our students to pass comprehensive examinations in the Latin language and Roman history and civilization after two years of training and preparation. To this end, we require that Master of Latin students take a minimum of six seminars, in which they write research papers of approx. 15-25 pages each. Incoming graduate students are also required to take our proseminar (LNU 6935), which includes research skills, methods, and theory about Latin language and literature and Roman culture and history. Students gain access to tools of the field, practice writing grants, and are guided in the expectations of professional and collegial behavior. All graduate students receive guidance from the outset. Graduate students are mentored individually and readily find faculty mentors with similar research interests.

### D. Assessment Timeline

Program: Master of Latin

College of Liberal Arts and Sciences

Assessment	Assessment 1	Assessment 2	Assessment 3
<b>SLOs</b>			
<b>Knowledge</b>			
SLO 1	Proseminar requirements	Comprehensive examination in Latin language	Oral defense of examination
SLO 1	Proseminar requirements	Comprehensive in Roman history and civilization	Oral defense of examination
SLO 2	Seminar requirements /supervised teaching	Seminar papers / first review of classroom teaching	Written parts of comprehensive language and literature examinations
<b>Skills</b>			
SLO 3	Written paper upon completion of each seminar	Oral workshops organized at the department level	Annual evaluation
SLO 4	Mentoring of writing of CV, cover letter	Oral component of interviews organized at the department level	Post-graduation follow-up
<b>Professional Behavior</b>			
SLO 5	Proseminar	Mentoring / observation	Annual evaluation

SLO 6	Proseminar	Mentoring / observation	Annual evaluation
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### E. Assessment Cycle

Assessment Cycle for:

Program: MAT in Latin

College of Liberal Arts and Sciences

Analysis and Interpretation:

May - June

Program Modifications:

Completed by August 20

Dissemination:

Completed by September 15

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
SLO 1			X	X	X	X	X
SLO 2			X	X	X	X	X
<b>Skills</b>							
SLO 3			X	X	X	X	X
SLO 4			X	X	X	X	X
<b>Professional Behavior</b>							
SLO 5			X	X	X	X	X
SLO 6			X	X	X	X	X

### 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 conference papers/ publications *skills* SLOs, are measured by the graduate faculty who teach the advanced-level seminars and set the targeted requirements. Successful master's examinations are measured by either a pass or an unsatisfactory as determined by a committee of graduate faculty.

The *knowledge* SLO pertaining to expert knowledge of Latin language, literature, and Roman cultures is measured by qualified faculty in the seminar offerings and, additionally, by way of comprehensive examinations of the student's knowledge of a reading list of primary sources in Latin, and, likewise, of the student's understanding of the major trends, facts, and issues of Latin language and literature and Roman history and civilization. Examinations are graded according to a department rubric which is appended below.

Job placement skills are measured through the placement in secondary school teaching positions or no placement. Placement in high school teaching positions exceeds or meets expectations. Only the last category, of no placement, falls below expectations.

### **Grading rubric for MA language (Latin) translation exam:**

High pass: Student gives smooth, intelligible translation that accounts for the syntax, semantics, and pragmatics of the passage.

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. Although the translation may be somewhat stilted, the student maintains control of the syntax, semantics, and pragmatics at all times.

Fail: Student gives unintelligible translations, follows word order too rigidly, does not render morphology correctly, and may even leave large parts of the passage untranslated.

### **G. Assessment Oversight**

Name	Department Affiliation	Email Address	Phone Number
Victoria Pagán	Chair	vepagan@ufl.edu	273-3696
Gonda Van Steen	Graduate Coordinator (Interim AY 2012-2013)	gonda@ufl.edu	273-3796
Jennifer Rea	Graduate Coordinator (AY 2013 - )	jrea@ufl.edu	273-3697

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

Related resources are found at <http://www.ua.assessment.edu>

Program:		Year:			Comments
Component	Criterion	Rating			
		Met	Partially Met	Not Met	
<b>Mission Statement</b>	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			
<b>Student Learning Outcomes (SLOs) and Assessment Measures</b>	SLOs are stated clearly.	x			
	SLOs focus on demonstration of student learning.	X			
	SLOs are measurable.				
	Measurements are appropriate for the SLO.	x			
<b>Research</b>	Research expectations for the program are clear, concise, and appropriate for the discipline.	x			
<b>Assessment Map</b>	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			
<b>Assessment Cycle</b>	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			

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
<b>Measurement Tools</b>	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			
<b>Assessment Oversight</b>	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified	x			