

Ph.D. in Classical Studies Academic Assessment Plan

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 identify, define, and relate knowledge of the research methods and theories that pertain to the field of Classical Studies and can bring that knowledge to the classroom in pedagogically-sound ways
2. Students identify and define expert knowledge of Greek and Roman languages, literatures, and cultures.

Skills:

3. Students develop the skills to complete conference papers, research abstracts and chapters, and peer-reviewed publications.
4. Students demonstrate 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 submit an original PhD dissertation after several years of training and preparation. To this end, we encourage them to present research papers at top-tier conferences and to submit articles derived from their dissertation research to well-reputed peer-reviewed journals. We also require that all of our doctoral students take a minimum of ten 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 teaches research skills and methods, theoretical thinking about the classics, access to tools of the fields, grant-writing, and expectations qua professional and collegial behavior. In this manner, all graduate students receive guidance from the outset. Graduate students are mentored individually and readily find faculty mentors with similar research interests. We also bring calls for papers in relevant areas to the attention of the graduate students, whom we then encourage to apply for funding for travel to conferences.

D. Assessment Timeline

Program: PhD in Classical Studies

College of Liberal Arts and Sciences

Assessment	Assessment 1	Assessment 2	Assessment 3
SLOs			
Knowledge			
SLO 1	Proseminar requirements	Dissertation proposal (written and oral parts)	Oral part of dissertation defense
SLO 2	Seminar requirements /supervised teaching	Seminar papers / first review of classroom teaching	Written parts of comprehensive language and literature examinations
Skills			
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
Professional Behavior			
SLO 5	Proseminar	Mentoring / observation	Annual evaluation
SLO 6	Proseminar	Mentoring / observation	Annual evaluation

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

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
SLO 1			X	X	X	X	X
SLO 2			X	X	X	X	X
Skills							
SLO 3			X	X	X	X	X
SLO 4			X	X	X	X	X
Professional Behavior							
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 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.

The *knowledge* SLO pertaining to expert knowledge of Greek and Roman languages, literatures, and cultures is again 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 both Greek and Latin, and, likewise, of the student's understanding of the major trends, facts, and issues of both Greek and Roman literature. Faculty members use the rubric of the student's progress made on research papers, for instance, from the paper's initial timely acceptance through the revision process, and through the process of making the paper suitable for a conference presentation or publication.

Job placement skills are measured through the rubric of faculty position placement in AAU institutions, non-AAU research institutions, university or college teaching positions, high school teaching positions, other placement, and no placement. Faculty position placement in AAU institutions, non-AAU research institutions, university or college teaching positions, high school

teaching positions, and other placement exceeds or meets expectations. Only the last category, of no placement, falls below expectations.

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:			
Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
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			

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

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
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

Write a 20-page research paper on a topic related to the Roman poet Statius, to whom one of the spring 2013 graduate seminars has been devoted.

Define the question, issue, and/or problem that your paper will be examining (i.e. topic).

What will your paper prove? (i.e. thesis statement)

How will you prove your thesis statement? (i.e. organization)

Pay close attention to structure, argumentation, and style. Please devote special attention to matters of citation and reference.

Your paper will be graded on all of the above components: structure, style, citation and reference.

Grading rubric for PhD-level research paper:

High pass: student delivers a well-argued and well-crafted research paper, with very few stylistic or factual errors. Citations are ample, precise, and correct.

Pass: student makes some stylistic or factual mistakes but still delivers a well-structured paper with proper and adequate citations.

Fail: student delivers a paper that fails to argue its case and that contains too many errors of style, fact, and/or citation.