

# **Ph.D. in Romance Languages (French and Francophone Studies/Spanish) Academic Assessment Plan 2012-2013**

College of Liberal Arts and Sciences  
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*Continuous Quality  
Enhancement*

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# Academic Assessment Plan for PhD in Romance Languages

## (French and Spanish concentrations)

College of Liberal Arts and Sciences

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*NOTE: In 2008 the Department of Romance Languages and Literatures was split into two departments: The Department of Spanish and Portuguese Studies, and the Department of Languages, Literatures and Cultures, which now includes languages that were formerly taught in the Departments of Germanic and Slavic Languages and African and Asian Languages as well. The name of the degree remains PhD in Romance Languages, with specialization in either French or Spanish. Despite the common denomination, each department independently administers its respective specialization and thus this report includes two academic assessment programs.*

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### A. Mission

The **doctoral program in Romance Languages and literatures (with a concentration in Spanish or French)** seeks to advance knowledge of the field of Romance Languages and Literatures including linguistics and other social and cultural fields and aims to create graduates who can contribute to this understanding. Our graduates learn how to advance the body of knowledge in Romance Languages and Literatures by critically evaluating and investigating written and oral language, textual and cultural objects, and scholarly research in the field. As such, we prepare professionals, educators, and scholars, who can provide leadership and service to their fields both nationally and internationally.

The doctoral program in Romance Languages and Literatures contributes to the mission of the **College of Liberal Arts and Sciences** in its effort to further our understanding of a complex world. We provide our students with tools to contribute to global knowledge networks both through advanced foreign language training but also through cultivating deeper cultural knowledge. We also stress critical thinking skills needed to work at high levels in scholarship and teaching and various other professional activities.

The doctoral program in Romance Languages and Literatures contributes to the mission of the **University of Florida** to offer high quality education to the citizens of Florida, the nation and the world. Consistent with UF's mission statement, our activities strongly contribute "to serve the citizens of Florida and educate students so they are prepared to make significant contributions within an increasingly global community."

## B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Students will identify, define, and describe a specific area within their field of study), as agreed upon by the faculty of the department.	Written dissertation and oral defense	Campus
Skills	<p><u>Literary/Cultural Studies</u>: Students will analyze and interpret literary and cultural products and apply results to broader context and engage in academic discourse via writing and oral presentation.</p> <p><u>Linguistics</u>: Students will analyze and interpret language and language-related data apply results to broader context and engage in academic discourse via writing and oral presentation.</p>	Written dissertation and oral defense	Campus
Professional Behavior	Students will describe and apply ethical human data collection, professional conduct and ethical academic writing skills	Successful completion of the Introduction to Graduate studies within their discipline. Also, annual discussion and evaluation of student's ethical behavior done by the faculty at the meeting of graduate student assessment.	Campus

## C. Research

The major research expectation for our doctoral students is the completion of a dissertation in the field of either linguistics or literature and culture. In accordance with the Graduate School's regulations, a doctoral dissertation "must demonstrate the ability of the author to conceive, design, conduct, and interpret independent, original, and creative research. It must describe significant original contributions to the advancement of knowledge and must demonstrate the ability to organize, analyze, and interpret data."

Doctoral students are assigned a faculty advisor upon entering the program, based on their expressed research interests. Should their interests evolve, they have the ability to switch advisors. Students are encouraged to have a dissertation advisory committee fully formed by the end of their second semester in the program.

The following activities and resources seek to enhance our graduate students' scholarly development:

- Completion of an annual activities report (reviewed by the faculty every spring semester).
- Presenting and receiving feedback on their research at various forums on the University of Florida campus.
- Conducting research and presenting scholarship at conferences with partial departmental funding.

## D. Assessment Timeline

Ph.D. in Romance Languages and Literatures

College of Liberal Arts and Sciences

Assessment	Assessment 1	Assessment 2
<b>SLOs</b>		
<b>Knowledge</b>		
Understanding of a specific area of Romance Languages and Literatures	Qualifying Exam (fifth semester)	Dissertation defense (eighth semester)
<b>Skills</b>		
Ability to analyze and interpret literary, cultural and linguistic products of Romance Languages and Literatures	Qualifying Exam (fifth semester)	Dissertation defense (eighth semester)
<b>Professional Behavior</b>		
Knowledge of ethical human data collection, professional conduct and ethical academic writing skills	Completion of graduate course(s) in which a research paper is required	Annual evaluation by faculty (every spring semester)

## E. Assessment Cycle

Assessment Cycle for:

Ph.D. in Romance Languages and Literatures - College of Liberal Arts and Sciences

Analysis and Interpretation:

\_\_April-May\_\_

Program Modifications:

Completed by \_\_August 15\_\_

Dissemination:

Completed by \_\_September 15\_\_

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
Understanding of the core areas of linguistic and/or literary studies in Romance Languages and Literatures (with a concentration in French or Spanish)		✓	✓	✓	✓	✓	✓
<b>Skills</b>							
Ability to analyze and interpret literary, cultural and linguistic products		✓	✓	✓	✓	✓	✓
<b>Professional Behavior</b>							
Knowledge of ethical human data collection, professional conduct and ethical academic writing skills		✓	✓	✓	✓	✓	✓

## F. Measurement Tools

**Direct assessment measures** of our SLOs include the following:

- Qualifying exams
- Dissertation defense (including assessment of both the written document and an oral exposition).
- Annual evaluation undergone by graduate students at the end of every spring semester. No rubric is used in the assessment, as all faculty participate in the evaluation and it covers aspects beyond the scope of the SLOs such as students' performance as teaching assistants.

**Indirect measures** include the following:

- Placement questionnaire filled out by every graduating student (see Appendix A)
- Tracking the number and quality of Ph.D. applications is also used as an indirect method of determining the success of our doctoral program.

## G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Luis Alvarez-Castro	Grad. Coord., Spanish and Portuguese Studies	<a href="mailto:lacastro@ufl.edu">lacastro@ufl.edu</a>	273-3755
Gillian Lord	Chair, Spanish and Portuguese Studies	<a href="mailto:glord@ufl.edu">glord@ufl.edu</a>	273-3749
Rori Bloom	Grad. Coord., Languages, Literatures and Cultures	<a href="mailto:ribloom@ufl.edu">ribloom@ufl.edu</a>	273-3769

## Appendix A. Rubric for Qualifying Examination.

### PhD in Romance Languages Rubric for Qualifying Examination

Name of candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria	Satisfactory	Unsatisfactory
1. Problem Definition: Delineates the area of proposed research		
2. Literature: Demonstrates sound knowledge of the research area and its literature		
3. Quality of oral communication: Communicates ideas clearly and professionally in oral form		
4. Quality of written communication: Communicates ideas clearly and professionally in written form		
5. Research skills: Demonstrates capability for independent research in the area of study, preparedness in core disciplines relevant to research, and ability to complete research in proposed area		
6. Critical skills: Places the proposed research area into a larger context and, where appropriate, makes connections between ideas		

**Pass** \_\_\_\_\_

**Fail** \_\_\_\_\_

Passing is by approval of the supervisory committee and requires at least four of the six criteria are met satisfactorily. The committee is encouraged to recommend ways for the candidate to improve those areas needing attention.

Committee Chair: \_\_\_\_\_ Signature: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Signature: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Signature: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Signature: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Signature: \_\_\_\_\_

## 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.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				



## 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.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
<b>Assessment Oversight</b>	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				