English Department Assessment Plan

English Department Student Learning Assessment Plan
UPRM
www.uprm.edu/english

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Department Assessment Coordinator, Dr. Sandra Rios
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The English Department Assessment Plan has been developed based on the institutional and departmental missions.

**UPRM Mission, Aims, and Objectives**

Within the philosophical framework established by the University of Puerto Rico Act, the Mayagüez Campus directs its efforts towards the development of educated, cultured citizens, capable of critical thinking, and professionally qualified in the fields of agricultural, social and natural sciences, engineering, humanities, and business administration. They should be able to contribute in an efficient manner to the cultural, social, and economic development of the Puerto Rican and international community. This process is aimed at endowing our alumni with a strong technical and professional background and to instill a strong commitment to Puerto Rico and our hemisphere. Our alumni should have the necessary skills and knowledge to participate effectively for the search for solutions to the problems facing us, to promote the enrichment of the arts and culture, the development and transfer of technology as well as to uphold the essential attitudes and values of a democratic society.

**English Department Mission**

The English Department, which exists in the academic environment in which English is a second language, addresses the needs of all students who enter the UPR-Mayagüez. It directs its efforts toward the development of educated, responsible, and cultured citizens and professionals in all areas as well as in fields related to English Studies, primarily those involved with the study of Linguistics and Literature. Graduates of departmental programs will be qualified to contribute in an effective manner to the social, cultural, and economic development of Puerto Rico and the world at large. The English Department focuses its efforts and initiatives equally in three fundamental areas: instruction, research, and service to the university community.

**Educational Purpose of English Department Assessment Plan**

The primary educational purpose of the English department’s assessment program is to describe the learning outcomes of all students that have 1) completed either the Basic, Intermediate, or Advanced tracks that they have been placed in upon entering the UPRM based on their scores on the Puerto Rican college board examination, 2) attained a bachelor’s degree in linguistics or literature, or, 3) completed a master’s degree in English education.
English Student Learning Outcomes (Graduating English Profile)

The English Department Programs aim to develop graduates with the following skills and values, as well as with proficiency in the following English concepts:

**Skills**

- Critical thinking, analysis and interpretation of literature
- Team working skills
- Oral and written communication skills in English
- Computer literacy and its applications
- Knowledge of up-to-date techniques in the area of language
- Awareness of contemporary issues
- Awareness of ethical implications in writing--Plagiarism
- Ability to learn by him/herself (lifelong learners)
- Inferencing
- Dictionary skills
- Main Ideas
- Summarizing
- Structure of language
- Interpretation and evaluation of literature
- Research skills
- Creative writing skills
- Technical writing skills
- Library skills

**Discipline concepts**

- Knowledge of the systematicity of language
- Knowledge of different literary genres
- Writing essays for academic discourse communities
- Writing for civic discourse communities
- Knowledge of literary and historical continuity in British literature
- Knowledge of literary and historical continuity in American literature
English Department Program Outcomes

I. Students that meet the graduating student profile should, at graduation, have:

➢ Proficiency in a range of basic linguistic and literary concepts
➢ The ability to apply critical thinking skills to solve problems
➢ Computer literacy
➢ Ethical awareness- plagiarism
➢ Research experience and skills
➢ Interest in life-long learning
➢ Familiarity with American and British writers
➢ Knowledge of the history of language
➢ A socio-humanistic outlook
➢ Expertise in skills involving analysis, interpretation and evaluation
➢ Foundation for advanced study in English studies

II. Faculty involved in the assessment plan will have:

➢ Assessment training and awareness of its importance
➢ Improved teaching /learning methods
➢ Capacity to teach up-to-date courses
➢ Potential to disseminate assessment outcomes
English Department Student Learning Assessment Plan

The English Department Assessment Plan has been designed to evaluate how the English curriculum, research and other activities complement each other to achieve the graduating student's skills and knowledge. For this, the following data is being collected:

### ASSESSMENT STRATEGIES & TIMING

<table>
<thead>
<tr>
<th>ASSESSMENT TOOLS</th>
<th>Timing (Person responsible)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Laboratory Worksheets <em>(copies)</em></td>
<td>During most Laboratory Courses (Lab Instructors)</td>
</tr>
<tr>
<td>Exams, Quizzes, Homework, course projects <em>(copies)</em></td>
<td>Throughout each semester (all Professors/Instructors)</td>
</tr>
<tr>
<td>Written Report Assessment</td>
<td>Whenever required whether lab or lecture (undergraduate seminar course, labs, etc) (Professors/Instructors)</td>
</tr>
<tr>
<td>Oral Presentation Assessment</td>
<td>Whenever required whether lab or lecture (undergraduate seminar course, labs, etc) (Professors/Instructors)</td>
</tr>
<tr>
<td>Teamwork Assessment Form</td>
<td>At end of any semester where work is performed in groups (Professors/Instructors)</td>
</tr>
<tr>
<td>Student's Evaluation of Teaching <em>(UPRM Form)</em></td>
<td>After 10 weeks of each semester (all students)</td>
</tr>
<tr>
<td>Student's Evaluation of Course Skills and knowledge</td>
<td>At end of every course (all students)</td>
</tr>
<tr>
<td>Placement Test for English 0066, 067 and exit exam</td>
<td>At beginning and end of each semester(lab coordinator and lab instructors)</td>
</tr>
<tr>
<td>Teaching Assistants Assessment of TA’s Coordinator</td>
<td>Yearly (teaching assistants)</td>
</tr>
<tr>
<td>Course Portfolio</td>
<td>Core courses (faculty teaching the course)</td>
</tr>
<tr>
<td><strong>Program Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Career orientation</td>
<td>At beginning of freshman year and before registration every year (orientation committee)</td>
</tr>
<tr>
<td>Senior students curriculum assessment form</td>
<td>At the end of their senior year(third year course professors )</td>
</tr>
<tr>
<td>Undergraduate Research Assessment Form (Student)</td>
<td>At completion of research experience (student)</td>
</tr>
<tr>
<td>Undergraduate Research Assessment Form (Mentor)</td>
<td>At completion of research experience (mentor)</td>
</tr>
</tbody>
</table>

### Post Graduation
Alumni Assessment of English Curriculum | UPRM Alumni who graduated from this Department. Future efforts will be made to obtain additional alumni input.
# ASSESSMENT OF LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Learning Objectives/Outcomes Student Graduating Profile</th>
<th>Assessment Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking skills</td>
<td>Lab Worksheets, Exams, Quizzes, Homework, Course projects, Written and oral Report Assessment, Student Course Skills and Knowledge Assessment Form, Faculty Course/Student Profile Correlation Form, TAs Assessment Form (students and mentors)</td>
</tr>
<tr>
<td>Team work skills</td>
<td>Teamwork Assessment Form, Student Course Skills and Knowledge Assessment Form, Faculty Course/Student Profile Correlation Form, TAs Teaching Experience Assessment Form (students and mentors)</td>
</tr>
<tr>
<td>Communication skills in English</td>
<td>ECC, Exams, Quizzes, Homework, Course projects, Written and Oral Report Assessment, Student Course Skills and Knowledge Assessment Form, Faculty Course/Student Profile Correlation Form, TAs Teaching Experience Assessment Form (students and mentors)</td>
</tr>
<tr>
<td>Computer literacy and its linguistic applications</td>
<td>ECC, Written and Oral Report Assessment, Student Course Skills and Knowledge Assessment Form, Faculty Course/Student Profile Correlation Form</td>
</tr>
<tr>
<td>Knowledge of up-to-date issues in linguistics and literature</td>
<td>ECC, Student Course Skills and Knowledge Assessment Form, Faculty Course/Student Profile Correlation Form, TAs Teaching Experience Assessment Form (students and mentors)</td>
</tr>
<tr>
<td>Awareness of contemporary linguistic and literary issues</td>
<td>ECC, Written and Oral Report Assessment, Student Course Skills and Knowledge Assessment Form, Faculty Course/Student Profile Correlation Form</td>
</tr>
</tbody>
</table>
| Awareness of ethical implications in language--Plagiarism | Plagiarism Workshop  
Student Course Skills and Knowledge Assessment Form  
Faculty Course/Student Profile Correlation Form  
TAs Teaching Experience Assessment Form (students and mentors) |
|---|---|
| Ability to learn by him/herself (lifelong learners) | Undergraduate Research Experience Assessment Form (students and mentors)  
Faculty Course/Student Profile Correlation Form |
| Linguistics | Research Papers  
Exams, Quizzes, Homework, Course projects, Written and Oral Report Assessment  
Student Course Skills and Knowledge Assessment Form  
Faculty Course/Student Profile Correlation Form  
Final Research Project |
| Phonetics | ECC  
Exams, Quizzes, Homework, Course projects, Written and Oral Report Assessment  
Student Course Skills and Knowledge Assessment Form  
Faculty Course/Student Profile Correlation Form  
Final Research Paper |
| Expository Writing | Research Paper  
Exams, Quizzes, Homework, Course projects, Written and Oral Report Assessment  
Student Course Skills and Knowledge Assessment Form  
Faculty Course/Student Profile Correlation Form  
Final Project |
| English Literature | Research Paper  
Exams, Quizzes, Homework, Course projects, Written and Oral Report Assessment  
Student Course Skills and Knowledge Assessment Form  
Faculty Course/Student Profile Correlation Form  
Final Research Paper |
| American Literature | Research Paper  
Exams, Quizzes, Homework, Course projects, Written and Oral Report Assessment  
Student Course Skills and Knowledge Assessment Form  
Faculty Course/Student Profile Correlation Form  
Final Research Paper |
<table>
<thead>
<tr>
<th>Seminar</th>
<th>Research Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exams, Quizzes, Homework, Course projects, Written and Oral Report Assessment</td>
</tr>
<tr>
<td></td>
<td>Student Course Skills and Knowledge Assessment Form</td>
</tr>
<tr>
<td></td>
<td>Faculty Course/Student Profile Correlation Form</td>
</tr>
<tr>
<td></td>
<td>Final Research Paper</td>
</tr>
</tbody>
</table>
Institutional and English Department Outcomes

Institutional Learning Outcomes

By the time of their graduation, UPRM students will be able to:

a. Communicate effectively.
b. Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline.
c. Apply mathematical reasoning skills, scientific inquiry methods, and tools of information technology.
d. Apply ethical standards.
e. Recognize the Puerto Rican heritage and interpret contemporary issues.
f. Appraise the essential values of a democratic society.
g. Operate in a global context, relate to a societal context, and demonstrate respect for other cultures.
h. Develop an appreciation for the arts and humanities.
i. Recognize the need to engage in life-long learning.

English Department learning Outcomes

By the time of their graduation, English department students will have the following skills, values and knowledge:

Skills and Values

1. Critical thinking and problem solving skills
2. Team working skills
3. Communication skills in English
4. Computer literacy and its linguistic applications
5. Knowledge of up-to-date linguistic and literary tools and techniques
6. Awareness of contemporary issues
7. Awareness of ethical implications in language--plagiarism
8. Ability to learn by him/herself (lifelong learners)

Language concepts

9. Knowledge of the systematicity of language
10. Knowledge of different literary genres
11. Writing essays for academic discourse communities
12. Writing for civic discourse communities
13. Knowledge of literary and historical continuity in British literature
14. Knowledge of literary and historical continuity in American literature
## Correlation of English Program Outcomes with Institutional Learning Outcomes

<table>
<thead>
<tr>
<th>Institutional Learning Outcomes</th>
<th>English Department Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14</td>
</tr>
<tr>
<td>Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline</td>
<td></td>
</tr>
<tr>
<td>Apply reasoning skills, scientific inquiry methods, and tools of information technology</td>
<td></td>
</tr>
<tr>
<td>Apply ethical standards--Plagiarism</td>
<td></td>
</tr>
<tr>
<td>Recognize the Puerto Rican heritage and interpret contemporary issues</td>
<td></td>
</tr>
<tr>
<td>Appraise the essential values of a democratic society</td>
<td></td>
</tr>
<tr>
<td>Operate in a global context, relate to a societal context, and demonstrate respect for other cultures</td>
<td></td>
</tr>
<tr>
<td>Develop an appreciation for the arts and humanities</td>
<td></td>
</tr>
<tr>
<td>Recognize the need to engage in life-long learning</td>
<td></td>
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</table>
**English Department Student Learning Assessment Reports:**

- Departmental Assessment Report (in progress)
- Departmental Strategic Plan (2000)
- Department Assessment handout and website
- Assessment Reports

**Actions taken according to assessment results:**

- Syllabus with objectives
- Revised strategic plan
- Used strategic plan to evaluate new candidates for hiring new professors
- Proposal for Writing Tract
- Proposal for new MA in Lit
- Included ethics, communication, computers and teamwork into curriculum
  - Curriculum revision
  - Course revisions

**APPENDIX**

English Department Homepage ([www.uprm.edu/english](http://www.uprm.edu/english))

- Assessment Forms
- Curriculum Assessment of Skills and Knowledge
- Course and Laboratory Assessment of Skills and Knowledge
- Alumni Curriculum Assessment of Skills and Knowledge
- TAs Teaching Guidebook
- For Faculty to correlate student profile with Course
- Assessment Tool Box- includes other assessment
  - (Ex. Communication, teamwork, etc.)
Exercise 1—Design a Graduating Student Profile

- Form
- Prepare a skills and knowledge profile of your graduating student
- The students in the English Department will master the following skills and knowledge upon completing our curriculum
- What do the potential employees look for in your students?
- Profile should correlate with departmental and institutional missions
- Everything in the profile must be assessable

### Graduating English Student Profile

<table>
<thead>
<tr>
<th>Modify</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking skills</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Team work</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Communication skills in English</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Computer literacy and applications to language</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Awareness of contemporary issues</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Awareness of ethical implications—plagiarism</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Ability to learn by him/herself (lifelong learning)</td>
<td>_____</td>
<td>_____</td>
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</tbody>
</table>

Other
Course Portfolio

KEEP IT SIMPLE
Aim: Collect all you are doing now plus one new assessment form
Collect that data that is relevant to you (that will help you improve and/or show that student learning took place)

Course Portfolio Contents
• Syllabus with measurable objectives and course grading system
• Identify those skills and knowledge from the student profile that your course contributes to (must show evidence) (see form)
• Evidence: the best and worst
  Exam
  Homework
  Course projects
  Laboratory worksheets
• Assessment forms:
  Skills and knowledge course assessment
  Institution faculty and course assessment
  Other assessment (example):
    Pre and post test
    Written or oral report
    Teamwork
    One minute paper
    Number of critical thinking questions in exam answered correctly
• Actions taken according to assessment results to improve or correct misunderstanding
• Any pertinent discussion
• Averages and/or grades w/o names
CURRICULUM ASSESSMENT OF SKILLS and KNOWLEDGE *

1. 1.  Semester:
    a.  a.  First (August-December)
    b.  b.  Second (January-May)

2. 2.  Year:
    a.  a.  2003
    b.  b.  2004
    c.  c.  2005

3. 3.  Curriculum BA:
    a.  a.  Linguistics
    b.  b.  Literature

4. 4.  Year of Study:
    a.  a.  Freshman
    b.  b.  Sophomore
    c.  c.  Junior
    d.  d.  Senior

The results of this assessment will help the department plan and adjust the
curriculum to meet the English Department graduating student profile.

PART I: Curriculum correlation to the English graduating student profile.

Directions:
Using the scale below, please evaluate your perception of the mastery of skills and
knowledge you have developed in this curriculum. (The skills and content here
presented are those approved by the English faculty as pertinent).

A: no skills/no experience
B: rudimentary skills/very little experience
C: variability; inconsistency; some skills & experience developed
D: functionally adequate skills/some experience
E: advanced skills/extensive experience
<table>
<thead>
<tr>
<th>SKILL/VALUE (Student Profile)</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Critical thinking</td>
<td></td>
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<tr>
<td>6. Team work</td>
<td></td>
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<tr>
<td>7. Oral and written communication skills</td>
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<tr>
<td>8. Computer literacy and its language applications</td>
<td></td>
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<tr>
<td>9. Research tools and techniques</td>
<td></td>
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<tr>
<td>10. Awareness of contemporary issues</td>
<td></td>
</tr>
<tr>
<td>11. Ability to critical thinking skills</td>
<td></td>
</tr>
<tr>
<td>12. Ability to learn by him/herself (lifelong learning)</td>
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<tr>
<td>13. Leadership—EDSA</td>
<td></td>
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<tr>
<td>14. Ethics—Plagiarism</td>
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</tbody>
</table>

Please evaluate your knowledge in the following areas:

- A: none
- B: little
- C: average
- D: some
- E: much

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Structure of Language</td>
<td></td>
</tr>
<tr>
<td>16. Phonetics</td>
<td></td>
</tr>
<tr>
<td>17. English Literature</td>
<td></td>
</tr>
<tr>
<td>18. British Literature</td>
<td></td>
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<tr>
<td>19. Expository Writing</td>
<td></td>
</tr>
<tr>
<td>20. Linguistics</td>
<td></td>
</tr>
</tbody>
</table>

Evaluate strengths (A) and weakness (B) of our curriculum:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>STRENGTHS A</th>
<th>WEAKNESS B</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Variety of courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Research Opportunities</td>
<td></td>
<td></td>
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<tr>
<td>23. Faculty</td>
<td></td>
<td></td>
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<tr>
<td>24. Flexibility in curriculum</td>
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<tr>
<td>25. Communication skills development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Critical thinking skills and application to English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Equipment Language laboratory ECC</td>
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</tbody>
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