

English Department Assessment Plan

English Department Student Learning Assessment Plan

UPRM

www.uprm.edu/english

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English Department Student Learning Assessment Plan – UPRM

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

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

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

Learning Objectives/Outcomes Student Graduating Profile	Assessment Strategy
Critical thinking skills	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)
Team work skills	Teamwork Assessment Form Student Course Skills and Knowledge Assessment Form Faculty Course/Student Profile Correlation Form TAs Teaching Experience Assessment Form (students and mentors)
Communication skills in English	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 Assessment Form (students and mentors)
Computer literacy and its linguistic applications	ECC Written and Oral Report Assessment Student Course Skills and Knowledge Assessment Form Faculty Course/Student Profile Correlation Form
Knowledge of up-to-date issues in linguistics and literature	ECC Student Course Skills and Knowledge Assessment Form Faculty Course/Student Profile Correlation Form TAs Teaching Experience Assessment Form (students and mentors)
Awareness of contemporary linguistic and literary issues	ECC Written and Oral Report Assessment Student Course Skills and Knowledge Assessment Form Faculty Course/Student Profile Correlation Form

<p>Awareness of ethical implications in language-- Plagiarism</p>	<p>Plagiarism Workshop Student Course Skills and Knowledge Assessment Form Faculty Course/Student Profile Correlation Form TAs Teaching Experience Assessment Form (students and mentors)</p>
<p>Ability to learn by him/herself (lifelong learners)</p>	<p>Undergraduate Research Experience Assessment Form (students and mentors) Faculty Course/Student Profile Correlation Form</p>
<p>Linguistics</p>	<p>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</p>
<p>Phonetics</p>	<p>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</p>
<p>Expository Writing</p>	<p>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</p>
<p>English Literature</p>	<p>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</p>
<p>American Literature</p>	<p>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</p>

Seminar	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
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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**

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

English Department Student Learning Assessment Reports:

Departmental Assessment Report (in progress)
Annual Assessment Reports (2000, 2001, 2002 and 2003)
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)
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

	Agree	Disagree
• Skills and Values Modify		
• Critical thinking skills _____	_____	_____
• Team work _____	_____	_____
• Communication skills in English _____	_____	_____
• Computer literacy and applications to language _____	_____	_____
• Awareness of contemporary issues _____	_____	_____
• Awareness of ethical implications—plagiarism _____	_____	_____
• Ability to learn by him/herself (lifelong learning) _____	_____	_____

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



Department of English
University of Puerto Rico
Mayagüez Campus

*CURRICULLUM 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).

- developed
- A: no skills/no experience
 - B: rudimentary skills/very little experience
 - C: variability; inconsistency; some skills & experience
 - D: functionally adequate skills/some experience
 - E: advanced skills/extensive experience

SKILL/VALUE (Student Profile)	ASSESSMENT
5. Critical thinking	
6. Team work	
7. Oral and written communication skills	
8. Computer literacy and its language applications	
9. Research tools and techniques	
10. Awareness of contemporary issues	
11. Ability to critical thinking skills	
12. Ability to learn by him/herself (lifelong learning)	
13. Leadership—EDSA	
14. Ethics—Plagiarism	

Please evaluate your knowledge in the following areas:

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

CONTENT	ASSESSMENT
15. Structure of Language	
16. Phonetics	
17. English Literature	
18. British Literature	
19. Expository Writing	
20. Linguistics	

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

CRITERIA	STRENGTHS	WEAKNESS
	A	B
21. Variety of courses		
22. Research Opportunities		
23. Faculty		
24. Flexibility in curriculum		
25. Communication skills development		
26. Critical thinking skills and application to English		
27. Equipment Language laboratory ECC		