University of Puerto Rico, Mayagüez Campus
College of Arts and Sciences
Department of Hispanic Studies

Academic Assessment Plan for the Undergraduate Program of Hispanic Studies 2024-2027

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Revisado por:

Comité de Avalúo del Departamento de Estudios Hispánicos

Presentado a:

Facultad del Departamento de Estudios Hispánicos
en reunión ordinaria celebrada el
Aprobado por la facultad del Departamento de Estudios Hispánicos el:

1. Introduction

The events over the past seven years (such as Hurricane Maria and the pandemic) have significantly impacted the department's assessment trajectory. The last official assessment cycle concluded in 2017[1]. Although professors might have been using assessment techniques individually in their courses, a formal departmental plan has not been established. The new proposed assessment plan aims to restore the assessment culture and create a framework to guide efforts in evaluating learning objectives and using the outcomes to inform decision-making and enhance teaching and learning.

2. Program's mission and learning objectives

The program focusses on the in-depth study of the Spanish language and its literature by offering courses in Linguistics and Literature, with an emphasis on Spanish, Spanish American, and Puerto Rican literatures.

2.1. Program's Mission

The mission of the Department of Hispanic Studies is to prepare professionals in the areas of Puerto Rican, Spanish American and Spanish literature, literary theory, and criticism, linguistic theory, writing and other related fields of study. Graduates may perform or continue careers in teaching, editorial work, library science, journalism, law, and communications, among others. The Department will encourage analytical, critical and creative thinking, and communication skills, so that students may create and disseminate new knowledge in ways that contribute to democracy and solidarity, and the enrichment of culture and society.

2.2. Program's learning objectives (PLOs)

The Program of Hispanic Studies establishes goals for students earning their bachelor's degree. Upon graduation from the Program, students will be able to:

- Show a general knowledge of Hispanic literature, and Linguistics.
- Relate texts to their cultural and historical contexts.
- Assess the aesthetic qualities of literature.
- Practice reading skills, critical thinking and analysis.
- Differentiate literary genres.
- Command the appropriate use of literary and linguistic terminology.
- Recognize representative authors and cultural characteristics of the major literary periods.
- Show a broad knowledge of linguistic theory, Spanish grammar, and language change and variation.
- Command the conventions in the formal use of oral and written language.
- Explain the interactions between culture, society, and literature.
- Write different kinds of texts according to the purposes and audiences.
- Recognize and assess the ethical issues raised in literature and writing.
- Apply research skills.
- Value and pursue continuous learning.

3. Assessment Plan Curricular Mapping

There are three levels of academic assessment:

1. Institutional – Student Learning Outcomes (SLOs)
2. College of Arts and Sciences – Faculty Student Learning Objectives (FSLOs)
3. Department – Program Learning Outcomes/Objectives in the Catalog (PSLOs)

[1] Plan de avalúo del aprendizaje – Departamento de Estudios Hispánicos, UPR-RUM (uprm.edu)

All three levels of assessment need to be aligned. The following matrix showed the Program's courses that meet the SLO requirements.

Table 1: Institutional Student Learning Outcomes (SLOs) Curricular Mapping

SLO	Courses in the Program's Curriculum that Meets the SLO requirement
SLO1. Become and intentional learner.	ESPA 4405, 4061-4062
SLO2. Demonstrate creative and critical thinking.	**ESPA 3101-3102**, 3131-3132, 3021-3022, **3211**, 3406, 4007, 4036, 4061-4062, 4071-4072, 4105-4110, 4227, **4221-4222**, **4231-4232, 4905** **LING 4010**, 4080,**5990**
SLO3. Communicate effectively.	ESPA **3101-3102**, 3131-3132, **3295, 3216**, 3406, 4405, **3211-3212**, **3295**, 4007, 4036, 4061-4062, 4105-4110, **4231-4232** **LING 4010, 5990**
SLO4. Identify and solve problems: transform knowledge into action.	ESPA 3315, 4007, 4036, 4105-4110, **4231-4232** **LING 4010**, **4020**, 4080
SLO5. Apply mathematical, scientific, and technology skills.	**ESPA 3216**, **3906**, 4905 LING 4080, **5990**
SLO6. Apply interpretative and integrative skills.	**ESPA 3101-3102**, 3131-3132, 3021-3022, **3216**, **3295**, 3406, 4007, 4071-4072, 4405, 4227, **3211-3212**, 4105-4110, **4221-4222, 4231-4232**, **4905** **LING** 4080, **5990**
SLO7. Relate global contexts and issues of importance to PR.	ESPA 3315, 3405, **3212**, 4007, 4036, 4105-4110, **4231-4232**
SLO8. Show moral autonomy and develop a sense of well-being.	ESPA 3405
SLO9. Practice civil virtue.	
SLO10. Value diversity.	**ESPA 3295**, 3405, 4007, 4071-4072, 4105-4110, **4221-4222**, **4231-4232** **LING 4010, 4020**

Notes:

1. The courses highlighted in bold in the column titled " Courses in the Program's Curriculum that Meets the SLO requirement" are core courses in the curriculum of the undergraduate program of the Department of Hispanic Studies.
2. The column titled " Courses in the Program's Curriculum that Meets the SLO requirement " includes a selection of courses, but it is not exhaustive and does not cover all the courses offered by the program. The courses listed are chosen based on the faculty's evaluation for inclusion in the general education component.

The following matrix showed the Program's courses that meet the College of Arts and Sciences learning objectives (FLOs) requirements.

Table 2: College of Arts and Sciences Learning Objectives (FLOs) Curricular Mapping Template

FLO	Courses in the Program's Curriculum that Meet the FLOs requirement
FLO1. Communicate effectively orally and in writing, in both Spanish and English, particularly in their major area	**ESPA 3101-3102**, 3131-3132, **3216**, 3406, 4405, **3211-3212**, **3295**, 4007, 4036, 4061-4062, 4105-4110, **4231-4232** **LING 4010**
FLO2. Think critically	**ESPA 3101-3102**, 3131-3132, 3021-3022, **3211**, 3406, 4007, 4036, 4061-4062, 4071-4072, 4105-4110, **4221-4222,** 4227,**4231-4232** **LING 4010**, 4080
FLO3. Develop knowledge and skills related to their field of study and apply them to the identification and solution of problems	ESPA 3315, 4007, 4036, 4105-4110, **4231-4232** **LING 4010, 4020**, 4080
FLO4. Apply mathematical reasoning, the scientific method, research designs, and information technologies	**ESPA 3216**, **3906, 4905** **LING** 4080, **5990**
FLO5. Recognize the ethical implications of different actions and integrate ethical standards or codes into responsible decision-making and implementation	ESPA 3405, 3170 **LING 5990**
FLO6. Demonstrate respect for nature and the environment, particularly in Puerto Rico	ESPA 4036
FLO7. Be knowledgeable about Puerto Rican heritage and culture	ESPA 3315, 3405, 4007, 4036, 4105-4110, **4231-4232**
FLO8. Appreciate the essential values of a democratic society and the role of the individual in such a society	**ESPA 3101-3102**, 3131-3132
FLO9. Understand contemporary social, political, and economic issues in a local and global context	ESPA 3315, 3405, **3212**, 4007, 4036, 4105-4110, **4231-4232**
FLO10. Demonstrate respect for human diversity in all its dimensions	ESPA 3295, 3405, 4007, 4071-4072, 4105-4110, **4221-4222**, **4231-4232** **LING 4010, 4020**
FLO11. Develop an appreciation for the humanities, the arts, and the sciences	**ESPA 3101-3102**, 3131-3132
FLO12. Be committed to improve the quality of life at both the personal and the community level	ESPA 3315, 4007, 4036, 4105-4110, **4231-4232**, 4036
FLO13. Engage in teamwork	**ESPA 3101-3102**, 3131-3132
FLO14. Engage in lifelong and multi/interdisciplinary learning	ESPA 3305, 3405, 4036

Notes:

1. The courses highlighted in bold in the column titled " Courses in the Program's Curriculum that Meet the FLOs requirement" are core courses in the curriculum of the undergraduate program of the Department of Hispanic Studies.

2. The column titled " Courses in the Program's Curriculum that Meet the FLOs requirement " includes a selection of courses, but it is not exhaustive and does not cover all the courses offered by the program. The courses listed are chosen based on the faculty's evaluation for inclusion in the general education component.

The previous sections (Table 1 and 2) have shown that the learning objectives of the Department of Hispanic Studies align with the objectives of the University of Puerto Rico at Mayagüez.

4. The Academic Assessment Plan of the Undergraduate Program of Hispanic Studies

The Department of Hispanic Studies has developed an assessment plan to evaluate how effectively its curriculum fosters the learning outcomes of its undergraduate program.

4.1 Assessment Techniques

The Program of Hispanic Studies' Assessment Plan identifies several methods for collecting information from undergraduate students. A selection of these methods is outlined in Table 3:

Table 3: Examples of Assessment Techniques

Type of assessment	Assessment techniques
Direct assessments	• Exams and Quizzes • Projects and Portfolios • Assignments • Presentations
Indirect assessments	• Surveys and Questionnaires • Self-Assessments • Course Evaluations

Notes:

1. Direct assessments measure student learning through tangible, observable evidence of what students know or can do. They provide concrete proof of learning outcomes.
2. Indirect assessments gather data through perceptions, reflections, or secondary evidence of learning. They provide insights into students' attitudes, beliefs, or feelings about their learning experiences.

In addition to these techniques, the Department of Hispanic Studies may employ various assessment methods, use statistics and academic performance indices to evaluate the acquisition of the learning outcomes during courses.

4.3 Criteria for Meeting Measured Competencies

According to this plan, students meet the learning objective if 80% of them score 80% or higher on the competency measurement instrument.

4.4 Assessment Cycle Schedule - Undergraduate Program: Academic Years 2024-2027

The assessment plan for the 2024-2027 academic years proposes semesterly assessment cycles in the Program's core undergraduate courses. For manageability, we prioritize a subgroup of learning objectives. These selected objectives encompass most of the program's learning goals, ensuring that the most important skills and knowledge areas are effectively assessed. Table 4 outlines the learning objective, the course's year in curriculum, and the specific semesters and academic years in which these assessment cycles are scheduled to occur.

Table 5: Assessment Cycle Schedule for Learning Objectives: Undergraduate Program

Program Learning Objetives (PLOs)	Assessment Opportunity	Year in the curriculum	Cycle period
1. *Show a general knowledge of Hispanic literature, and Linguistics*.	**3211-3212**	Year 2	2024-2025 2nd semestre
	4221-4222	Year 3	
	4231-4232	Year 3	
	3295	Year 2	
	LING 4010-4020	Year 2	
	3021-3022, 3305, 3406, 4007, 4046, 4051-4052, 4061-4062, 4071-4072, 4105-4110	Various	Optional
2. *Relate texts to their cultural and historical contexts*.	**3101-3102**	Year 1	2024-2025 1er semester
	3211-3212	Year 2	
	4221-4222	Year 3	
	4231-4232	Year 3	
	4046	Year 3	
	3021-3022, 3305, 3406, 4007, 4046, 4051-4052, 4061-4062, 4071-4072, 4105-4110	Various	Optional
3. *Practice reading skills, critical thinking, and analysis*.	**3101-3102**	Year 1	2025-2026 1st. semester
	3211-3212	Year 2	
	4221-4222	Year 3	
	4231-4232	Year 3	
	4046	Year 3	
	4905		
	LING 4010, 4020, 5990	Year 2	
	3021-3022, 3305, 3405, 4021-4022, 4051 4052, 4056 4061-4062,	Various	Optional
4. *Differentiate literary genres.*	**3211-3212**	Year 2	2025-2026 2nd semestre
	4221-4222	Year 3	
	4231-4232	Year 3	
5. Write different kinds of texts according to the purposes and audiences.	**3101-3102**	Year 1	2026-2027 1st. semester
	3216	Year 2	
	3170, 3406, 4405**,** 4036	Various	

Note: The column titled "Assessment Opportunity" includes a selection of courses, but it is not exhaustive and does not cover all the courses offered by the program.

4.5. Timetable for the Academic Assessment Plan 2024-2027

The following timetable outlines specific times for the activities of the assessment plan. Its purpose is to help organize and manage time and faculty efforts effectively.

August – December 2024

- ✓ Complete and submit the Program's Academic Assessment Plan (2024-2027).
- ✓ Include approved assessment plan on the departmental webpage
- ✓ Complete an evaluation cycle of the "Learning Outcomes" for PLOs 1.

January – May 2025

- ✓ Complete an evaluation cycle of the "Learning Outcomes" for PLOs 2.
- ✓ Make annual report[2] reporting the evaluation of the "Learning Outcomes" of the Program.
- ✓ Include results of evaluation plan for PLOs 1 & 2 on the departmental webpage.
- ✓ Distribute the exit survey to the students graduating in the academic year 2024-2025.

August – December 2025

- ✓ Complete an evaluation cycle of the "Learning Outcomes" for PLOs 3.

January – May 2026

- ✓ Complete an evaluation cycle of the "Learning Outcomes" for PLOs 4.
- ✓ Make annual report reporting the evaluation of the "Learning Outcomes" of the Program.
- ✓ Include results of evaluation plan for PLOs 3 & 4 on the departmental webpage.
- ✓ Distribute the exit survey to the students graduating in the academic year 2025-2026.

August – December 2026

- ✓ Complete an evaluation cycle of the "Learning Outcomes" for PLOs 5.

January – May 2027

- ✓ Make annual report reporting the evaluation of the "Learning Outcomes" of the Program.
- ✓ Include results of evaluation plan for PLOs 3 & 4 on the departmental webpage.
- ✓ Distribute the exit survey to the students graduating in the academic year 2026-2027.
- ✓ Start working on the creation of the Program's Academic Assessment Plan (2027-2030)

[2] A suggested template for the annual report on the evaluation of "Learning Outcomes" can be found in Appendix A.

Appendix A: Academic Assessment Report Template Program

Departamento Estudios Hispánicos

Programa Bachillerato de Estudios Hispánicos

Actividades Completadas Año Académico 2024-2025

Objetivo de aprendizaje	**Estrategia de Avalúo**	**Persona Responsible y curso**	**Fecha de Implementación**	**Resultados****	**Acciones*****
PLO 1 Demostrar conocimiento general de las literaturas y lingüística hispánica					

*Resultados – Debe proporcionar evidencia de los resultados. Por ejemplo, si se realizaron cuestionarios, incluya el análisis del cuestionario.

**Los resultados de la evaluación deben ser utilizados para informar la toma de decisiones y mejorar la enseñanza y el aprendizaje. Para las actividades en progreso, incluya la fecha aproximada en que se espera que las actividades se completarán.

Appendix B: References and Links

Plan Estratégico de Artes y Ciencias Vigente

https://oiip.uprm.edu/wp-content/uploads/2015/09/Plan-Estrategico-Final-Artes-y-Ciencias.pdf

Plan Estratégico Institucional Vigente

https://oiip.uprm.edu/wp-content/uploads/2015/09/Plan-Estrate%CC%81gico-2012-2022- Espan%CC%83ol.pdf

UPRM Student Learning Outcomes

https://oiip.uprm.edu/educacion-general/

Faculty of Arts and Sciences Student Learning Objectives

https://www.uprm.edu/arci/undergraduate-student-learning-objectives/

UPRM Catalogues

https://www.uprm.edu/asuntosacademicos/catalogos-academicos/

Appendix C: Undergraduate Student Learning Objectives

Undergraduate Student Learning Objectives and their respective areas of competence
The students of the College of Arts and Sciences of the University of Puerto Rico, Mayagüez Campus, at the time of graduation should demonstrate competence in the corresponding areas of each of the following learning objectives:

1. **Communicate effectively orally and in writing, in both Spanish and English, particularly in their major area**
Explanatory note on the differences in the competencies in Spanish and English:
Communication, in its diverse manifestations, is conducted in both Spanish and English at UPRM depending on the situation and context. Mastery of communication competences in Spanish is expected to be evidenced at a greater degree than English for students whose native language is Spanish. Likewise, regarding the achievement of communication competences in English, the institutional commitment for undergraduate education is that students whose native language is Spanish should attain command of English as a second language.

Competences regarding communication in Spanish:
- Read texts of diverse kinds with fluidity and comprehension, so as to be able to summarize, analyze, and discuss them
- Write diverse types of texts that comply with the rules of Spanish grammar and the stylistic conventions established by experts in the discipline
- Interpret, analyze, and discuss discourses of diverse types
- Conduct formal and informal discourses that comply with the rhetorical rules and conventions established by experts in the discipline

Competences regarding communication in English:
- Read, understand, and interpret diverse types of texts
- Conduct formal or informal conversations clearly and coherently, so as to be able to demonstrate comprehension of what is heard and the capacity to articulate ideas
- Write formal papers on diverse topics
- Give formal presentations on diverse topics

2. **Think critically**
- Distinguish questions that have definitive answers from opinions, as well as those that require consideration of multiple viewpoints
- Clearly identify the strengths and weaknesses of the different viewpoints and determine whether they are valid
- Hear and analyze other points of view and identify their strengths and weaknesses
- Strive to be impartial in evaluating different points of view
- Formulate a point of view taking into account one's analysis of a given question
- Develop the capacity to generate answers and alternatives that differ from the norm

3. **Develop knowledge and skills related to their field of study and apply them to the identification and solution of problems**
- For this objective each department will develop measurable learning outcomes according the standards and the needs of their field of study

4. **Apply mathematical reasoning, the scientific method, research designs, and information technologies**

Mathematical reasoning:
- Apply and integrate mathematical and reasoning skills at the appropriate level in their field of study
- Solve quantitative problems in daily life or in their field of study
- Interpret information presented in charts, graphs, or diagrams
- Interpret statistical information and mathematical models by identifying variables, constants, and types of error
- Determine if the conclusions that are derived are reasonable

- ***Scientific method and research designs:***
- Apply the scientific method and appropriate research designs in formulating and solving research questions
- Formulate adequate research questions appropriate to their field of study
- Design and conduct research projects in their field of study applying the research designs appropriate to the field
- Use valid and reliable references to support their arguments
- Apply mathematical reasoning, critical thinking, and both qualitative and quantitative approaches in the analysis and interpretation of the results obtained in the research they conduct
- Divulge the findings of their research in different forums and in the appropriate formats

Information technologies:

- Manage basic computer skills
- Use current information skills appropriately to modern life in general
- Conduct research using both printed and electronic resources
- Identify and use services and databases in an academic library
- Recognize and use valid and reliable references
- Identify reliable databases in their field of study

5. **Recognize the ethical implications of different actions and integrate ethical standards or codes into responsible decision-making and implementation**

- Identify explicit or implicit ethical dilemmas in specific situations, in the decisions that are made in those situations, and in the courses of action that follow
- Evaluate the environmental, social, and legal consequences of different stances and actions, and make choices and implement them based on ethical standards and judgments
- Formulate ethical principles that guide their personal life
- Know and apply the ethical principles that govern academic endeavor in general and their specific field of study, and the codes of ethics of the profession to which they aspire

6. **Demonstrate respect for nature and the environment, particularly in Puerto Rico**

- Recognize the relationship between the environment, space and place, as well as their interaction with social processes
- Recognize and understand the principal environmental problems and risks at different geographical scales: local, national, regional, and global
- Contribute to the formulation and implementation of solutions to environmental problems in Puerto Rico and the world at large

7. **Be knowledgeable about Puerto Rican heritage and culture**

- Recognize and appreciate the characteristics that identify and distinguish the Puerto Rican people
- Recognize the Puerto Rican traditions
- Know the most important characters and events of our national history and the present day
- Appreciate the contribution of Puerto Ricans in areas such as art, literature, science, technology, and sports, among others
- Identify and appreciate the diverse groups that compose the Puerto Rican people and their contributions
- Recognize and appreciate the characteristics that identify and distinguish the geography and natural resources of Puerto Rico

8. **Appreciate the essential values of a democratic society and the role of the individual in such a society**

- Acknowledge the importance of the opportunities that democracy offers for individual participation in political and social processes in general through different institutions such as student and community organizations, among others
- Exercise the right of each one's participation in the delineation and implementation of public policy
- Respect the decisions taken by the majority in democratic processes
- Debate diverse political and social ideas, as well as the needs and options for change, in a framework of mutual respect
- Understand the importance of human and civil rights for people to live together in a democratic society

9. **Understand contemporary social, political, and economic issues in a local and global context**

- Identify the historical, social, cultural, political, economic, and natural events that affect the development of the quality of life in the present day
- Evaluate the interaction and interdependence of these events in a local, national, regional, and global framework
- Acknowledge the political, cultural, environmental, social, and economic effects of globalization
- Contribute to the formulate and implementation of policies and processes that contribute to the solution of socioeconomic problems at the local and global level

10. **Demonstrate respect for human diversity in all its dimensions**

- Appreciate the human being in its unique and magnificent complexity and diversity
- Recognize and appreciate the diversity of foreign cultural contributions in the formation and evolution of contemporary Puerto Rican society
- Know and put into practice the antidiscriminatory policies at the University of Puerto Rico, Puerto Rican and U.S. laws, and the Universal Declaration of Human Rights
- Acknowledge and embrace the idea that there should not be discriminatory practices based on factors such as race, color, sex, birth origin, age, social origin or condition, ancestry, marital status, religious or political ideas or beliefs, gender, sexual preference, nationality, ethnic origin, Armed Forces veteran status, or physical incapacity [Certification Number 58 (2004-2005) of the UPR Board of Trustees]

11. **Develop an appreciation for the humanities, the arts, and the sciences**

- Appreciate the historical influences of the humanities, the arts, and the sciences and how these disciplines contribute to contemporary cultural and social changes
- Understand philosophical differences and how these affect both the arts and the sciences
- Understand the importance of creativity in all its forms and disciplines, and how it is crucial in the life of human beings
- Recognize the relevance of the humanities, the arts, and the sciences as academic disciplines, as well as the interactions that exist among them

12. **Be committed to improve the quality of life at both the personal and the community level**

- Reflect on what constitutes the quality of life in areas such as physical, mental, economic, and social health
- Adopt and promote healthy attitudes and practices, at both personal and community levels, that contribute to the quality of life
- Identify the social and environmental problems faced by their community
- Evaluate the individual, community, and governmental resources to deal with social and environmental problems
- Participate in efforts to solve community problems that improve the quality of life

13. **Engage in teamwork**

- Prepare themselves before a group meeting to contribute adequately
- Participate actively in meetings and activities that require teamwork
- Complete any task assigned individually or collectively when working in a team
- Promote the motivation, learning, and success of all team members
- Become involved in periodic evaluations of their team to determine its success

14. **Engage in lifelong and multi/interdisciplinary learning**

- Participate in activities and associations related to their discipline and other academic areas
- Work or participate in multi/interdisciplinary projects
- Participate in workshops in order to pursue academic development
- Collaborate actively with their department after graduation in the organization of professional activities for alumni