



Department of Humanities

University of Puerto Rico - Mayagüez Campus Student Learning Assessment Plan

Introduction

This document establishes the missions, program objectives, graduate profiles, and assessment methods for the five areas of study in the Department of Humanities as well as the basic Introduction to Western Culture course which serves a large section of the university community.

The Department of Humanities is composed of five academic programs: Art Theory, Comparative Literature, French Language and Literature, Philosophy, and Plastic Arts. The heterogeneous nature of these programs presents a dilemma when assessing each area of study. For this reason the Department has developed individual assessment plans for each area. Furthermore, the Department also offers courses in Drama, German, Italian, and Music, as well as elementary courses in Latin and ancient Greek. The Department will be developing minor concentrations in Drama, German, Italian, Music and Philosophy.

The Department is also developing an Assessment Plan for the basic Western Civilization Course: HUMA3111 & HUMA3112: Introduction to Western Culture, Pts. I & II. This course serves approximately fifteen hundred students a year and is a required course for both the Arts and Sciences and Business Administration Colleges as well as a recommended course for the Engineering and Agriculture Colleges. This section of the General Assessment Plan of the Department of Humanities will include the mission statement, course objectives, and evaluation methods for this Introductory Western Culture Course.

During the first semester of the 2014-2015 Academic Year the faculty of the Department of Humanities will be revising the Departmental Mission Statement as well as the individual mission statements, profiles, and assessment plans of each section. Important aspects of the implementation are the collection of assessment criteria for the department's capstone project, the senior thesis or "tesina," which is a requirement for every major, and the development of two questionnaires, for the curriculum as a whole as well for the basic course, to be distributed both to professors and to high-level students.

The mission statements, profiles, and assessment plans for the sections were circulated to and revised by the coordinators of each program in February and March 2014.

Department of Humanities

Mission Statement

The mission of the Department of Humanities is to cultivate an appreciation of the diversity of human culture by examining and analyzing the artistic and intellectual achievements of humanity. The Department endeavors to foster students to think critically across disciplines so as to stimulate the development of creative and intellectual curiosity, promote the ability to form sound intellectual judgments and ethical values, and foment creativity and innovation. The faculty of the Humanities Department emphasizes the study of multiple cultural expressions, especially those that open new avenues for research, and how these relate to the Puerto Rican cultural reality.

The integration of a liberal, fine arts program with professional learning provides the knowledge, skills, and values needed to be a responsible, successful, and creative citizen. For the people of Puerto Rico it provides educational programs, public cultural events, and community services that enhance the quality of life.

Department of Humanities

Departmental Objectives and Student Learning Outcomes

1. To provide the humanities majors with a broad, well founded, and solid education that enables them to pursue their academic and professional goals.
2. To familiarize students with the major intellectual and artistic traditions through an interdisciplinary approach so as to broaden their critical perspective and heighten their appreciation of diverse cultural values through the Introduction to Western Culture course.
3. To provide all the students of the campus with the best humanistic education thus contributing to the cultivation of professionals with a well-rounded, universal perspective.
4. To promote the importance of the humanities for science, business administration and engineering students through the philosophical study of their ethical and humanistic impact on society.
5. To promote the appropriate environment for the study of, respect for and dialogue about the intellectual, artistic and humanistic enterprise through excellence in teaching.
6. To promote knowledge of the humanities and the arts through research, publications, symposia, seminars, conferences, colloquia, and other special projects.
7. To promote and contribute to the cultural life of the Mayagüez campus, of Puerto Rico, and the international community through theatrical and musical performances and art exhibitions.

Divisional Missions and Assessment Plans

Mission and Assessment Plan

Art Division

Vision:

To provide high standards of education that promote creativity and exposure of the visual arts.

Mission:

The Art Section in the Department of Humanities seeks to promote cultural awareness, train individuals that can satisfy their expressive necessities, and fulfill the demands in the areas of communication, education and research in the visual arts in our society.

Objectives and Student Learning Outcomes

1. To promote academic excellence in order to prepare high quality artists and scholars specialized in the Visual Arts.
2. To expose students to new tendencies and techniques in the Visual Arts.
3. To consolidate the present programs of Visual Arts and Art Theory in one Fine Arts Program with four options: Visual Arts, History of Art, Art Education and Graphic Design.
4. To create a new area of study in Industrial Design that reflects the needs of today's society.

Methods for Assessment:

1. The Senior Thesis
2. The students will maintain a portfolio of their work
3. Portfolios of students' works kept in digital format
4. Student's annual art exhibition
5. Informal conversations with students

Mission and Assessment Plan

Comparative Literature Division

Introduction

The Comparative Literature Program offers a major in comparative literature and provides courses in literature, cultural studies, and literary and cultural theories to all students. Its faculty includes specialists in diverse languages, local and global regions, genres, periods of world literature, and other cultural manifestations. Despite their diversity, the faculty shares a common concern for literary and cultural analysis as well as theoretical interpretation in several languages and across multiple media (i.e. written, audiovisual, oral, or digital). Our curriculum prepares majors with a thorough background in the major texts of the literary tradition and beyond. Additionally, we promote an extensive understanding of traditional and innovative critical and theoretical approaches. 5000-level courses taught by our faculty serve graduate programs in the Spanish and English departments as well as advanced bachelor's degree students. Undergraduate students with other majors can enrich their studies through electives in our program.

Mission

The Comparative Literature Program has as its mission to:

1. offer a solid academic foundation in the traditional studies of the field as well as in its most recent analytical innovations;
2. cultivate the skills of critical thinking, comparative analysis, investigation, and literary creation;
3. promote advanced interdisciplinary research in the field and prepare students for graduate study in multiple fields;
4. enable the integration of community work and appreciation for social and cultural diversity with the realization of the curriculum; and,
5. stimulate an ethical conduct that promotes individual and collective well-being.

Goals, Objectives, and Student Learning Outcomes

To complete the program of study each student must demonstrate:

1. a Bachelor's-level knowledge of literary tradition and the field of comparative literature;
2. the capacity for critical reasoning and analysis and effective oral written and advanced research skills;
3. the ability for theoretical and applied interdisciplinary, comparative analysis in multiple languages;
4. an appreciation for literary creation;
5. an appreciation for cultural diversity, engagement with humanity's well-being and the continuous development of ethical conduct; and,
6. a commitment to professional improvement and a preparation for graduate studies.

Students of Comparative Literature will be able to:

1. recognize, explicate and judge the literary canon, its contributions and limitations, as well as its exclusions;
2. identify, discuss and apply literary and non-literary theories used for comparative analyses;
3. plan, write and edit critical essays applying research skills and knowledge acquired;
4. organize and formulate oral presentations that analyze the material being studied as well

- as put into practice knowledge of technological resources;
5. compare and choose critical approaches for the design of a researched study in the field of Comparative Literature;
 6. command a third language other than Spanish and English; and,
 7. apply the critical, analytical communication skills and ethical judgment acquired in the program to other contexts, disciplines and professions.

Tools for Assessment

1. annual evaluation of the curriculum
2. bachelor's thesis and its results
3. Program entrance and exit interview results
4. survey of graduating students
5. professional placement data

Mission and Assessment Plan

French Language and Literatures

Mission

The Humanities Department offers a Bachelor's Degree in French language and literatures, minor concentrations in German and Italian, and elementary courses in Greek and Latin. Dedicated to teaching and scholarship, the foreign language facilities hold as their mission to advance global understanding by providing students with the best preparation available in the study of foreign languages.

The foreign language facilities go beyond the Department of Humanities and bring together students from the entire university in an interactive and productive environment. It is a goal of the Foreign Language Faculty to continue to promote interdepartmental interest in foreign language education and encourage students from all educational concentrations to explore aspects of one or another foreign language and culture and thereby contribute to the university community and society.

Our students utilize their language skills, knowledge and cultural consciousness in a wide variety of fields, including education and teaching, translation and interpretation, employment with international and multinational corporations, foreign services, and in their graduate studies and research programs.

Goals, Objectives, and Student Learning Outcomes:

Students with one or two years of language study should be able to:

1. Have basic, intermediate or advanced competency in the target language.
2. Be more competitive on the job market
3. Be familiar with the culture of the language studied

Students graduating from the B.A. program in French should be able to:

1. Be well prepared for admittance to the best graduate schools
2. Have the ability to teach the language at the elementary level

Students with at least four semesters of language instruction should be able to:

1. Master the four skills (understanding, speaking, reading, and writing) to ensure a satisfactory communication in the target language.
2. Have a basic understanding of the contemporary culture(s) where the language is used

Students who go on to advanced level should be able to:

1. Expand the linguistic skills already acquired
2. Understand the elements of the target culture: its history, literature, and contemporary society
3. Behave appropriately in the culture(s) where the language is used

Mission and Assessment Plan

Philosophy Division

Mission

The Philosophy Division fosters students' abilities in logical thinking, and students' skills in developing and articulating constructive and critical arguments, in order to empower future leaders and professionals. The Division cultivates ethical awareness and social responsibility among all students, including both philosophy majors and elective students from across the curriculum.

Goals, Objectives, and Student Learning Outcomes

1. to train students in critical thinking, reading, writing, and evaluation;
2. to develop students' abilities to apply this training to diverse professional applications in academia, public policy, and the professions;
3. to motivate and inspire students to do creative work that is both high quality and ethically and socially responsible.

Evaluation Methods

The Philosophy Division evaluates students' completion of requirements in specific courses with the following techniques:

1. Oral and written examinations in the form of quizzes, essays, exams, and term papers.
2. The Division evaluates students' completion of the program and the minors based on sequences of required courses.
3. A senior thesis.
4. The Division tracks admission, transfer, and graduation numbers.

Tools for Assessment

1. Philosophy majors will write a senior thesis in their fourth year
2. Standardized tests every two semesters of language (in development)
3. Questionnaires for graduates
4. Periodic use of "ethics bowl" in ethics classes.

Department of Humanities

Graduate Profiles

Plastic Arts

Graduates of this program become professionals with some technical and theoretical knowledge balanced between the aesthetics, criticism, and history of art. Furthermore, they have developed the skills necessary for the creative execution of ideas of a visual character in traditional and non-traditional media, such as those new media developed with computer technology. This program is directed to prepare and educate the best artists, educators of art and illustrators. The graduate of this program might direct his or her employment search toward various profession, such as: pedagogy, commercial art, medical illustration, graphic illustration, sculpture, painting, and graphic art.

Theory of Art

Graduates of this program develop the perception and the sensibility for esthetic values. They succeed in the appreciation and evaluation of diverse works of art and apply their knowledge to the criticism of art, whose technical, practical, theoretical and esthetic aspects they have studied. These students can pursue graduate studies in the theory of art, criticism of art, or philosophy. Some become teachers of the history of culture and of art, art critics, directors of museums and galleries, curators and restaurateurs.

Philosophy

Graduates of philosophy have an ample preparation in the history of philosophy and in the formulation of problems and questions that emerge in the context of contemporary life. Students develop rigorous critical thinking skills and skills of argumentation and written and verbal expression, which require innovative reflection about the issues concerning public and private life in the context of a changing and dynamic world such as ours. Students in the philosophy program develop the attitudes of love for truth and a profound respect for, and commitment to, the search for truth that philosophical life requires.

French Language and Literature

The graduate of French Language and Literatures leaves capable of accomplishment in the professional worlds of tourism, travel, editing, publishing, and education, among others. Many graduates continue with graduate studies in French, linguistics, communications, law and international affairs. Students' knowledge of the language, culture, and history of France and francophone countries together with their knowledge of other languages such as English, German and Italian prepare graduates to enter the professional world and to continue postgraduate studies in the diverse disciplines of the humanities.

Comparative Literature

Graduates of Comparative Literature possess multiple skills in reading, writing, oral expression and comparative literary analysis. That is to say, critical problems may be planted and hypotheses proposed that enrich literary studies and cultural reflection on contexts, epochs, and diverse languages. Graduates also exhibit aptitude for the articulation of comparative approaches linked to various disciplines like anthropology, cinema, philosophy, religion, history, sociology. This transdisciplinary focus allows students to opt for various postgraduate programs, so as to be able to exercise successful careers in law, library studies, and editing. Graduates stand out particularly

in education and academic research, however, their versatility and command of contents, analytical strategies and theories make them desirable candidates for any professional career.

Humanities Department Assessment Plan

Tables

Introduction

The Humanities Department encourages the continuous assessment of learning with the goal of pursuing excellence in education, offering to students the best education in the humanities. Continuous assessment involves the identification of areas of strength and weakness, reflection on the state of the curriculum and strategies for intervention and improvement. This practice allows for the bettering of the teaching and learning process as a whole, the successful production of the skills and knowledge described in the profiles of graduates, and for the optimization of education for all students served by the department.

The tables that follow describe the relation between the mission, goals and objectives of the various divisions of the department of Humanities and those of the University of Puerto Rico at Mayagüez. By pursuing the ends listed in the tables, culled from the Department's mission statements and profiles, the Department of Humanities is thus fulfilling the educational ends of the university as a whole and satisfying its mission. The department, furthermore, pursues objectives not described in the mission statement and graduate profile of the University. This provides evidence of the unique function of the Humanities Department within the university.

The tables also discuss the assessment tools available for each objective of the department of humanities and the assessment method of each tool. In the course of continuous assessment, these tools are employed for the process of reflection and improvement in the areas listed.

"Table 1" describes the points of contact between the mission of the Humanities Department and that of the UPRM.

"Table 2" describes the relation between the areas of competency described in the mission and graduate profiles of the Humanities Department with the areas of competency for the graduate of UPRM.

"Table 3" lists the tools for assessment available for each area of competency of the Humanities graduate.

"Table 4" provides a description of the nature and function of each tool for assessment.

Humanities Department Assessment Plan

Tables

Table 1.

Relation between the UPRM mission and the mission of the Humanities Department

Mission	UPRM								
	HUMA Mission	1	2	3	4	5	6	7	8
1. Cultivate professionals with a rounded universal perspective		x					x	x	x
2. Provide values to be successful, responsible and creative citizen		x		x			x		x
3. Cultivate appreciation of diversity of human culture		x			x			x	
4. Promote critical thinking			x						
5. Form sound intellectual and ethical judgments		x	x						
6. Promote creative and intellectual curiosity			x		x				x
7. Appreciate arts		x							
8. Promote awareness of humanities		x			x	x			x
9. Promote interdisciplinary study						x			
10. Relate arts to Puerto Rican reality				x					x
11. Provide cultural events and programs								x	x
12. Research of multiple cultural expressions				x		x			x

Elements of the UPRM MISSION*

1. develop educated and cultured citizens
2. think critically
3. contribute to the cultural, social, technological and economic development of Puerto Rico
4. collaborate internationally in an environment of solidarity and democracy
5. perform research
6. creative activities to serve the local, regional and international needs of society
7. service to the local, regional and international community
8. disseminate knowledge

*UPRM Mission

Develop educated and cultured citizens, able to think critically and professionally, competent in the fields of agricultural sciences, engineering, sciences, arts and business administration, who can contribute to the cultural, social, technological and economic development of Puerto Rico and collaborate internationally in an environment of solidarity and democracy.

Perform research and creative activities to serve the local, regional and international needs of society.

Provide an exemplary service to the local, regional and international community to contribute to a sustainable and balanced development of our society and disseminate knowledge making it available to all those concerned.

Table 2.

Relation between the profile of UPRM graduates and the mission of the Humanities Department

UPRM Areas of Competency									
HUMA Areas of Competency and Student Learning Outcomes	1	2	3	4	5	6	7	8	9
1. Cultivate professionals with a rounded universal perspective	X	X			X	X	X		
2. Provide values to be a successful, responsible and creative citizen				X		X	X		
3. Cultivate appreciation of diversity of human culture						X	X		
4. Promote critical thinking	X	X				X			
5. Form sound intellectual and ethical judgments		X		X		X			
6. Promote creative and intellectual curiosity						X			X
7. Appreciate arts								X	
8. Promote awareness of humanities						X		X	
9. Promote interdisciplinary study							X		X
10. Relate cultural expressions to Puerto Rican reality					X				
11. Provide cultural events and programs					X		X		
12. Research of multiple cultural expressions			X		X			X	

*Graduate Profile of the University of Puerto Rico Mayagüez (UPRM)

By graduation the student will be able to:

1. communicate effectively.
2. identify and resolve problems, think critically and synthesize the knowledge of his or her discipline
3. apply skills of mathematical reasoning, research methods and tools of information technology
4. apply ethical standards
5. recognize Puerto Rican heritage and interpret contemporary problems
6. appreciate the essential values of a democratic society
7. operate in a global context, relate to the social context and demonstrate respect for other cultures
8. develop an appreciation for arts and humanities
9. recognize the necessity to involve oneself in continuous learning

Table 3.

Assessment tools for each area of competency:

Areas of Competency and Student Learning Outcomes	Assessment Tools
1. Cultivate professionals with a rounded universal perspective	<ul style="list-style-type: none"> • Exit interview • Curricular questionnaires • Graduate Survey • Annual Student Exhibition • Bachelor’s Thesis presentations
2. Provide values to be successful, responsible and creative citizen	<ul style="list-style-type: none"> • Syllabi • Senior Thesis • Survey of graduates • Curricular questionnaires • Bachelor’s Thesis presentations
3. Cultivate appreciation of diversity of human culture	<ul style="list-style-type: none"> • Syllabi • Senior Thesis • Curricular questionnaires • Annual Student Exhibition • Bachelor’s Thesis presentations
4. Promote critical thinking	<ul style="list-style-type: none"> • Syllabi • Senior Thesis • Curricular questionnaires • Bachelor’s Thesis presentations
5. Form sound intellectual and ethical judgments	<ul style="list-style-type: none"> • Syllabi • Senior Thesis • Curricular questionnaires • Bachelor’s Thesis presentations
6. Promote creative and intellectual curiosity	<ul style="list-style-type: none"> • Syllabi • Senior Thesis • Curricular questionnaires • Bachelor’s Thesis presentations
7. Appreciate Arts	<ul style="list-style-type: none"> • Syllabi • Senior Thesis • Senior Thesis presentation • Graduate surveys • Calendar of curricular and extracurricular activities • Curricular questionnaires • Bachelor’s Thesis presentations
8. Promote awareness of humanities	<ul style="list-style-type: none"> • Syllabi • Senior Thesis • Portfolios • Curricular questionnaires • Annual Student Exhibition • Bachelor’s Thesis presentations
9. Promote interdisciplinary study	<ul style="list-style-type: none"> • Syllabi • Senior Thesis • Curricular questionnaires • Bachelor’s Thesis presentations
10. Promote interdisciplinary study	<ul style="list-style-type: none"> • Syllabi • Senior Thesis • Curricular questionnaires • Bachelor’s Thesis presentations
11. Relate cultural expressions to Puerto Rican reality	<ul style="list-style-type: none"> • Syllabi • Senior Thesis • Portfolios • Curricular questionnaires • Annual Student Exhibition

	<ul style="list-style-type: none">• Bachelor's Thesis presentations
12. Research of multiple cultural expressions	<ul style="list-style-type: none">• Syllabi• Senior Thesis• Curricular questionnaires• Bachelor's Thesis presentations

Table 4.
Tools for Assessment

Tool	Description
Senior Thesis	Every major in the Humanities must submit a senior thesis. This capstone project represents a culmination of the skills acquired in the program, the evaluation of which provides valuable material for assessment.
Syllabi	Course syllabi provide evidence of the development of described competencies.
Portfolios	For the visual arts, artistic production is gathered and collected in a portfolio, available in digital format and including performances and exhibitions.
Graduate surveys	Surveys – through questionnaires and interviews, provide evidence of the success of departmental program outcomes.
Exit interviews	Students leaving the program are interviewed, providing subjective evidence of program outcome success.
Curricular questionnaires	Curricular questionnaires provide evidence of the success of the department's course of study.
Course questionnaires	Course questionnaires provide evidence of the success of the department's basic course.
Annual Student Exhibition	For plastic arts final exhibition provides outcomes evidence.
Bachelor's Thesis presentations	Presentations of capstone project bachelor's thesis provides outcomes evidence.

Department of Humanities

XII. Period of the Plan

The proposed activities of this plan will be developed in a 4-year period. Therefore, this plan will be revised again in 2018.

Academic Year 2014-2015

- Departmental Review of the Humanities Department Assessment Plan.
- Implementation of a trial loop for the assessment of the Humanities Department's basic course (HUMA 3111-HUMA 3112).
- Begin drafting new program for Administrative Assessment.

Academic Year 2015-2016

- Circulate among department members a draft of Administrative Assessment Plan.
- Draft Administrative Assessment surveys.
- Draft Student Learning outcomes surveys.

Academic Year 2016-2017

- New student-learning loop (critical thinking) for the assessment of the concentrations offered by the Department.
- Circulate among department members drafts of Administrative Assessment Surveys.
- Circulate among department members drafts of Student-Learning Outcome surveys.
- When surveys have been approved, begin data collection.

Academic Year 2017-2018

- Review data from Student-Learning and Administration assessment activities.
- Consider new action based on results.
- Comprehensive review of this assessment plan.