

University of Puerto Rico - Arecibo Campus
English Department
2023-2024 (First Semester) Assessment Plan

Prepared by: Dr. Carlos González Méndez
March 2024

College Mission	Mission, Goals, and Objectives of the English Department	Objectives (Expected Results)	Criteria and Assessment Strategies	Findings	Use of Results and Corrective Actions
<p>The University of Puerto Rico in Arecibo is an autonomous unit of the Public Higher Education System of Puerto Rico. It is located in the northern coast and serves primarily the north-central region of the island, a geographic area where the agricultural and livestock activities and a concentration of high-technology industries coexist, which allows the development of a range of economic and services' activities.</p> <p>This university is an institution dedicated to the production and diffusion of knowledge through the arts, sciences, and technologies. It intends to offer a university education of quality that motivates the comprehensive formation of its students as citizens and professionals. To achieve that, the institution offers a variety of programs in the arts and sciences that leads to associate degrees, bachelor degrees, and</p>	<p style="text-align: center;"><u>Mission</u></p> <p>To support the institution in its mission by promoting the highest standards of excellence in the teaching-learning process and in the general use of the English language. This, in turn, will be achieved by creating an enabling environment in the department, the classrooms, and the institution in general.</p> <p style="text-align: center;"><u>Goals</u></p> <ol style="list-style-type: none"> 1. Encourage interest for the proper use of the English language. 2. Enable students to effectively master basic language skills: speech, writing, and reading. 3. Encourage students to learn English and promote interest in reading literature written in English. <p style="text-align: center;"><u>General Objectives</u></p> <ol style="list-style-type: none"> 1. Promote the use of computerized technology in courses offered by the English Department. (This includes activities such as data processing, Internet 	<ol style="list-style-type: none"> 1. After successfully completing INGL 3101, students will be able to perform at a satisfactory level in the INGL 3102 course. 	<p style="text-align: center;"><u>INGL 3101</u></p> <ol style="list-style-type: none"> 1. Criteria: The students will demonstrate their knowledge of basic communication skills by approving a reading comprehension examination with 70%. 2. Content: A reading selection (essay) with thirty-five (35) vocabulary in context, making inferences, finding supporting details, identifying main ideas (Thesis Statement & Topic Sentence) items, and also, essay parts, such as Title, Concluding Sentence, and Rhetorical Modes 3. Assessment Strategy: Pretest/Posttest Objective Examination 4. Number of Participants: Pretest: 241 students Posttest: 221 students 	<p>PRETEST</p> <ol style="list-style-type: none"> 1. Pretest Result: 53% 2. In the pretest, the 70% objective was not reached. 3. The pretest results revealed that the students need more instruction in the areas of making inferences, and also, identifying supporting details, vocabulary in context, and concluding sentence techniques. <p>POSTTEST</p> <ol style="list-style-type: none"> 1. Posttest Result: 59% 2. In the posttest, the 70% objective was not reached. 3. The posttest results revealed that the students still need more instruction in the areas of making inferences, and also, identifying supporting details and concluding sentence techniques. 	<ol style="list-style-type: none"> 1. Professors will be informed of the results of the pretest and the posttest, so they place more emphasis on explaining and providing additional practice on the particular reading comprehension areas of making inferences, and also identifying supporting details and concluding sentence techniques. 2. English tutors will be asked to place more emphasis on explaining and providing extra practice on the particular reading comprehension areas of making inferences, and also identifying supporting details and concluding sentence techniques. 3. Professors will continue to create Moodle webpages and additional material, and also, offer

<p>transfer programs. These programs are supported by a network of students' services and by a faculty committed to stay in the vanguard of knowledge and in the techniques that improve the teaching-learning process.</p> <p>The institution is equally committed to promote the interaction with its community offering opportunities of professional development and continuous education with the purpose of motivating socio-cultural enrichment and improving the quality of life in the region it serves and all throughout Puerto Rico. It intends to encourage the critical respect for the plurality of ethical, moral, and spiritual values characteristic of our contemporary society, as well as respect towards and enrichment from the cultural heritage as a legacy to future generations.</p>	<p>use, e-mail, "chats" and multimedia presentations.)</p> <p>1.2 Include the use of computers to encourage writing skills in Basic English I and II courses.</p> <p>2. Incorporate critical thinking in the courses offered by the English Department.</p> <p>3. Offer English courses in technical areas that adequately prepare students from the academic programs served by the English Department such as Business Administration, Office Systems, Education, Communication, Computer Sciences, so that they may compete in the business world or pursue a graduate degree.</p> <p>4. Foster the participation of students in extracurricular activities sponsored by the Department of English such as competitions, cinema festivals and student exchange or study abroad programs.</p>	<p>1. After successfully completing INCO 4008, students will be able to perform at a satisfactory level in the INCO 4006 course.</p>	<p style="text-align: center;"><u>INCO 4008</u></p> <p>1. Criteria: The students will demonstrate their knowledge of business communication skills by composing a business letter with a minimum score of 70%.</p> <p>2. Content: A business-related situation was provided to compose an information request letter</p> <p>3. Assessment Strategy: Posttest/Posttest writing instrument that required students to use their critical thinking skills in order to determine the appropriate business document that they had to create for a business-related situation</p> <p>4. Participants: One course section (L40)</p>	<p>PRETEST</p> <p>1. Pretest Result: 71%</p> <p>2. In the pretest, the 70% objective was reached. (1.8/4.0 scale rubric)</p> <p>3. The pretest results revealed that the students need more instruction in the following areas:</p> <ul style="list-style-type: none"> a. creating a letterhead that contains all the contact information of a company b. including the inside address of the primary receiver c. writing the subject heading and its content d. frontloading the main purpose of the letter at the beginning of the opening paragraph e. using graphic highlight, such as numbered lists, to organize questions in the body of the letter f. composing correct "wh" information questions in the body of the letter g. writing an action closing 	<p>supplementary activities that will provide reading comprehension instruction and practice on the particular reading comprehension areas of making inferences, and also identifying supporting details and concluding sentence techniques.</p> <p>1. Professors teaching the course will be informed of the results, so they place more emphasis on explaining and providing more practice on those business documents composition areas that need additional instruction.</p> <p>2. Professors will continue to modify and add to their Moodle webpages supplementary examples and activities that will provide more information and practice on those business documents writing areas that need additional instruction.</p>
---	---	--	--	---	--

				<p>in the concluding paragraph h. creating a signature block</p> <p>POSTTEST</p> <p>1. Posttest Result: 90%</p> <p>2. In the posttest, the 70% objective was reached and increased. (3.5/4.0 scale rubric)</p> <p>3. The posttest results revealed that the students still need aid in the following areas:</p> <p>a. frontloading the main purpose of the letter at the beginning of the opening paragraph</p> <p>b. composing correct "wh" information questions in the body of the letter</p>	
--	--	--	--	--	--