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

Prepared by: Dr. Carlos González Méndez
September 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
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. 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	*Mission* 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. *Goals* 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. *General Objectives* 1. Promote the use of computerized technology in courses offered by the English Department. (This includes activities such as data processing, Internet	1. After successfully completing INGL 3102, students will be able to perform at a satisfactory level in other English courses, such as INGL 3201, INGL 3221, or INGL 3015.	**INGL 3102** 1. Criteria: The students will demonstrate their paragraph composition skills by analyzing three different paragraph modes with a minimum score of 70%. 2. Content: Reading three (3) different paragraph types (description, narration, argumentation) in order to analyze them by answering thirty (30) multiple-choice items regarding: Topic Sentence Subject/ Controlling Idea (Main Idea), Rhetorical Modes in Supporting Sentences, Relevant/Irrelevant Supporting Sentences, Supporting Sentence Techniques, Primary/Secondary Rhetorical Modes, Concluding Sentence Techniques, Titles, Counterargument/Refutation 3. Assessment Strategy: Pretest/Posttest objective examination	* PRETEST 1. Pretest Result: 53% 2. In the pretest, the 70% objective was not reached. 3. Analysis: Before the course was instructed, students demonstrated that they had difficulties identifying: Primary and Secondary Rhetorical Modes and techniques that provide evidence in the Supporting Sentences of a Paragraph, Refutations (a type of Support), Concluding Sentence Techniques, and catchy and effective Titles. * POSTTEST 1. Posttest Result: 63% 2. In the posttest, the 70% objective was not reached. 3. Analysis: After the course was instructed, students showed that they still had difficulties identifying: Primary and Secondary Rhetorical Modes in the Supporting Sentences of a Paragraph, Refutations	1. Professors will be informed of the results and analysis of the pretest and posttest assessment activity, so they place more emphasis on explaining and providing additional information, examples, and practice on the particular paragraph composition areas where the students need more assistance. 2. English Department and Educational Services tutors will be asked to place more emphasis on explaining and providing additional information, examples, and practice on the particular paragraph writing areas where the students require extra aid. 3. Professors will continue to work on Moodle webpages,

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. 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.	use, e-mail, "chats" and multimedia presentations.) 1.2 Include the use of computers to encourage writing skills in Basic English I and II courses. 2. Incorporate critical thinking in the courses offered by the English Department. 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. 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.	After successfully completing INGL 3113 and INGL 3114, students will be able to perform at a satisfactory level in other listening/speaking-focused English courses, such as INGL 3093 and INGL 3094.	4. Number of Participants: Pretest = 177 students Posttest = 134 students **INGL 3113-3114** 1. Criteria The students will show their proficiency regarding their listening comprehension skills. 2. Content Listening to audio recordings and answering multiple-choice items regarding said recordings 3. Assessment Strategy WebCape Listening Test software program 4. Number of Participants INGL 3113 = 27 students INGL 3114 = 48 students	(a type of Support), Concluding Sentence Techniques, and catchy and effective Titles. * INGL 3113 1. Results: **Average Score – 515** Lowest Score – 298 Highest Score – 646 2. Analysis: Based on the WebCape Listening Test and the American Council of the Teaching of Foreign Languages (ACTFL), students' proficiency in the domain is classified as "**Advanced Mid**". That means that, "Listeners are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events. Listeners understand the main facts and many supporting details. Comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself".	and also offer supplementary activities that will provide additional instruction, examples, and practice on the particular paragraph composition areas where the students need additional help. 1. Use a larger sample of participants to sufficiently and validly represent the students' population. 2. Administer this instrument as a Pretest and Posttest activity. 3. Inform English Department professors about the results of this assessment activity.

			** INGL 3114 1. Results: **Average Score – 469** Lowest Score – 217 Highest Score – 643 2. Analysis: Based on the WebCape Listening Test and the American Council of the Teaching of Foreign Languages (ACTFL), students' proficiency in the domain is classified as "**Advanced Low**". That means that, "Listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge".	
	1. After successfully completing INCO 4006, students will be able to perform at a satisfactory level in other English Communication in Business courses, such as INCO 4008.	**INCO 4006** 1. Criteria: The students will demonstrate their knowledge of business communication skills by composing a business document with a minimum score of 70%. 2. Content: A business-related situation was provided to compose an information request letter. 3. Assessment Strategy: Pretest/Posttest writing	* PRETEST 1. Pretest Result: 67% 2. In the pretest, the 70% objective was not reached. (1.5/4.0 scale rubric) 3. The pretest results revealed that the students need more instruction in the following areas: a. creating a letterhead that contains all the contact information of a company b. including the inside address of the primary	1. Professors teaching INCO 4006 and INCO 4008 will be informed of the results, so they place more emphasis on explaining and providing more practice on those business document composition areas that need additional instruction. 2. Professors will continue to modify and add to their

| | | | | instrument that required students to use their critical thinking skills in order to determine the appropriate business document that they had to compose and the correct format for a business-related situation

4. Participants:
One course section (D40) | 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 in the concluding paragraph
h. creating a signature block

* POSTTEST
1. Posttest Result: 77%

2. In the posttest, the 70% objective was reached. (2.2/4.0 scale rubric)

3. The posttest results revealed that the students still need aid in the following areas:
a. creating a letterhead that contains all the contact information of a company
b. writing the subject heading and its content
c. frontloading the main purpose of the letter at the beginning of the opening
d. using graphic highlight, as numbered lists, to organize questions in the body
e. composing correct "wh" information questions in the body of the letter
f. writing an action closing in the concluding paragraph | Moodle webpages and to their course content supplementary examples and activities that will provide more information and practice on those business documents writing areas that need additional instruction. |