

University of Puerto Rico - Arecibo Campus
English Department
2018-2019 (Second Semester) Assessment Plan

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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 3102, students will be able to perform at a satisfactory level in other English courses, such as INGL 3201, INGL 3221, or INGL 3015. 	<p style="text-align: center;"><u>INGL 3102</u></p> <ol style="list-style-type: none"> 1. Criteria: The students will demonstrate their knowledge of essay writing skills by approving an objective examination with 70%. 2. Content: An argument essay containing twenty-five (25) writing skills items 3. Assessment Strategy: Pretest/posttest essay writing skills examination 4. Number of Participants: Pretest – 350 students Posttest – 164 students 	<p>* PRETEST</p> <ol style="list-style-type: none"> 1. Pretest Result: 54% 2. In the pretest, the 70% objective was not reached. <p>** POSTTEST</p> <ol style="list-style-type: none"> 1. Posttest Result: 60% 2. In the posttest, the 70% objective was not reached. 	<ol style="list-style-type: none"> 1. Professors were informed of the results of the tests, so they place more emphasis on explaining and providing practice on those essay writing areas where the students still need more instruction. 2. English tutors were asked to place more emphasis on explaining and providing practice on those essay writing areas where the students still need more instruction. 3. Professors will continue to work on a textbook that will provide essay writing instruction and practice, particularly on those areas where the students need extra instruction.

<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>3. After successfully completing INCO 4006, students will be able to perform at a satisfactory level in more advanced Business Communication and Technical Writing courses in English.</p>	<p style="text-align: center;"><u>INCO 4006</u></p> <p>1. Criteria: The students will demonstrate that they understand the concepts of writing by composing a business document with 70% accuracy.</p> <p>2. Content: Composing an indirect, persuasive letter</p> <p>3. Sample: One course section: L25</p> <p>4. Number of Participants: Pretest – 16 students Posttest – 12 students</p> <p>5. Note: Although the course does not include teaching persuasive writing, first, the assessment activity intended to find out if previous business courses in English had prepared students in said skill. Also, this assessment activity was pertinent since the course required students to compose a business report focusing on establishing their own small businesses, so persuasive writing was an essential skill in order to approve the course.</p>	<p>* PRETESTS</p> <p>1. The pretest results revealed the following: Mean: 1.2 Approximate Percentage Based on Rubric: 52%</p> <p>2. In the pretest, the 70% objective was not reached.</p> <p>3. The pretest results revealed that students need practice on the following areas:</p> <p>A. Format</p> <ul style="list-style-type: none"> * letterhead * subject line * inside address * signature block * reference initials * second-page heading <p>B. Content</p> <ul style="list-style-type: none"> * using the indirect pattern * offering specific benefits * organizing the requested information in the body * specifying an action, channel, and end date in the closing <p>C. Grammar</p> <ul style="list-style-type: none"> * vocabulary skills * sentence construction * paragraph construction * verb tenses <p>** POSTTESTS</p> <p>1. The posttest results revealed the following: Mean: 1.3 Approximate Percentage Based on Rubric: 53%</p> <p>2. In the posttest, the 70% objective was not reached.</p>	<p>1. Professors teaching the course were asked to place more emphasis on explaining the areas in which the posttest showed that the students still need more instruction.</p> <p>2. Professors were requested to keep creating and sharing sample business documents and exercises as well as web sites in order to supplement the textbook information.</p> <p>3. The committee will continue to search for textbooks that offer more varied and up-to-date sample business documents in order to substitute the current textbook.</p>
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