University of Puerto Rico - Arecibo Campus
English Department
2007-2008 (First Semester) Assessment Plan (Draft)

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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
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	*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	1. After successfully completing INGL 0060 students will be able to perform at a satisfactory level in the INGL 3101 course.	**INGL 0060** 1. Criteria The students will demonstrate their knowledge of basic communication skills in a posttest-only, objective exam with 70% accuracy. 2. Content A five (5) part test that consisted of fifty (50) items that assess reading comprehension and grammar skills. 3. Assessment Strategy Posttest-Only, Objective Instrument 4. Sample All thirteen (13) INGL 0060 course sections	1. Since the total average of all thirteen (13) sections was 62%, the expected 70% average passing rate for the posttest was not met. 2. Items analysis showed that students performed poorly in items related to identifying main ideas, drawing conclusions, using past tense, and composing yes/no questions.	1. The textbook will be revised in order to make necessary changes to the course content. 2. Tutoring sessions will continue to be mandatory. 3. Professors teaching the course will emphasize main ideas, drawing conclusions, and past tense. 4. Ten (10) contact hours of introductory writing skills will be added to the course in order to prepare the students for INGL 3101.

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 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	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 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	2. After successfully completing INGL 3113 students will be able to perform at a satisfactory level in the INGL 3114 course.	**INGL 3113** 1. Criteria The students will demonstrate that they master listening comprehension skills in a posttest-only instrument with 85% accuracy. 2. Content Four (4) tests will be offered through ELLIS (software), since ELLIS is divided into four (4) levels: Basic, Intro, Middle, and Senior. Each test has forty (40) items divided into the following skills: pronunciation, communication, grammar, and vocabulary. Students will be placed on each level, and will take the equivalent test, after taking a placement exam. 3. Assessment Strategy Posttest-Only, Objective Instrument 4. Sample Five (5) sections will be randomly selected as a representative sample to participate in the assessment activity.	1. The results were the following: * Sect. JE5-Avg.: 88%; 4 students didn't take it. * Sect. VD5-Avg.: 87%; 4 students didn't take it. * Sect. V15-Avg.: 88%; 8 students didn't take it. * Sect. L15-Avg.: 90%; 3 students didn't take it. * Sect. M25-Avg.: 88%; 4 students didn't take it. 2. The overall average was 88.2%. Therefore, the expected 85% average passing rate for the posttest was met.	1. This semester, professors and students experienced a lot of problems with the connection, and thus, difficulties using ELLIS due to the wireless network. Therefore, next semester, connection in at the Language Laboratory (Room 221) will be through cable which will stabilize the system. 2. Professors and students will continue using ELLIS. 3. A questionnaire will be administered to the INGL 3114 students to get feedback on ELLIS and the course.

contemporary society, as well as respect towards and enrichment from the cultural heritage as a legacy to future generations.	Business Administration, Office Systems, Education, Communication, Computer Science, 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.	3. After successfully completing INGL 3015, students will be able to perform at a satisfactory level in more advanced English courses.	**INGL 3015** 1. Criteria The students will demonstrate that they understand the concepts of technical writing by composing a pretest/posttest persuasive letter with 70% accuracy. 2. Content Composing a persuasive letter 3. Assessment Strategy Pretest/Posttest Instrument 4. Sample The only course section offered (L25) 5. Number of Participants Pretest – 24 students Posttest – 19 students	1. The pretest results revealed the following: Mean: 1.05 Approximate Percentage Based on Rubric: 32% The posttest results revealed the following: Mean: 2.37 Approximate Percentage Based on Rubric: 67% 2. The t-test for dependent samples results revealed the following: a. $t = 9.85$ / p value (=.000) $\leq$ chosen alpha level (=.05) b. There is statistically significant difference between the pretest and posttest averages. 3. The results of the pretest and the posttest evidence a significant improvement in the achievement of students who took the course. Specifically, the comparison of pretest and posttest means, the comparison of pretest and posttest score percentages, and the t-test for dependent samples results all show increased averages at the end of the academic	1. Newer technical writing textbooks will be evaluated in order to find one that offers more information, examples, and practice regarding persuasive strategies to compose, not only persuasive letters, but also other persuasive documents, such as proposals and reports. 2. More writing practice will be offered specially focusing on adding clear and specific details. 3. Other assessment activities, such as questionnaires or a portfolio, may be used to assess other course related areas.

				semester, after the students received the instruction. 4. However, although the 70% objective was not reached, the posttest scores show an improvement in terms of using the letter parts, organizing indirect letters, and writing more fluently and clearly. 5. Nevertheless, after comparing the pre/post tests, students still need practice in using persuasive strategies, adding precise details, and organizing ideas effectively.	
		4. After successfully completing INCO 3005, students will be able to perform at a satisfactory level in INCO 3006.	**INCO 3005** 1. Criteria The students will demonstrate that they understand the concepts of business communication by composing a pretest/posttest request memo with 70% accuracy. 2. Content Composing a direct memo 3. Assessment Strategy Pretest/Posttest Instrument	1. The pretest results revealed the following: Mean: 1.15 Approximate Percentage Based on Rubric: 30% The posttest results revealed the following: Mean: 1.96 Approximate Percentage Based on Rubric: 58% 2. The t-test for dependent samples results revealed the following: a. $t = 7.13$ / p value (=.000) $\leq$ chosen alpha level (=.05)	1. The activities of the course will include more writing practice. 2. The content of course will be revised in an attempt to reconsider the types of memos and letters that will be covered. 3. The types of memos and letters will be reduced to procedure memos and information request letters. This will provide for more

| | | | | 4. Sample
Two (2) course sections
(LC5 / LE5)

5. Number of Participants
Pretest – 51 students
Posttest – 48 students | b. There is statistically significant difference between the pretest and posttest averages.

3. The results of the pretest and the posttest evidence a significant improvement in the achievement of students who took the course. Specially, the comparison of pretest and posttest means, the comparison of pretest and posttest score percentages, and the *t*-test for dependent samples results all show increased averages at the end of the academic semester, after the students received the instruction.

4. Nevertheless, although the 70% objective was not reached, the posttest scores show an improvement in terms of the structure of: general organization of a memo (date, to, from, subject headings & opening, body, closing paragraphs); business writing concepts (directness, short, simple, and concise data, goodwill); English | quality practice given that it was difficult to practice all the types of memos and letters covered in the course during the last part of the semester.

4. Additional corrective actions will include:
a. writing a complete heading

b. adding more practice in creating WH (information) questions while discussing information request memos

c. adding more practice in creating phrasal SUBJECT lines |

| | | | | language usage (increased vocabulary and more fluent written communication skills).

5. Nonetheless, after comparing the pre/post tests, students still need practice in the following areas: writing the main memo heading (company name, address, telephone, fax, e-mail, website); composing WH (information) questions for the body of request memos; creating effective phrasal SUBJECT lines that clearly communicate the main idea of memos | |
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