

University of Puerto Rico - Arecibo Campus
English Department
2008-2009 (First Semester) Assessment Plan (Draft)

Prepared by: Dr. Carlos González Méndez
January 24, 2009 (Revised – October 30, 2009)

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</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 	<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 in a pretest/posttest writing exam with 70% accuracy. 2. Content Composing a comparison/contrast paragraph containing a minimum of ten (10) sentences 3. Assessment Strategy Pretest/Posttest Writing Instrument 4. Sample Two (2) randomly selected INGL 3101 course sections (LA0 & LE6) 	<p>1a. The pretest results revealed the following: Mean: 2.45 Approximate Percentage Based on Rubric: 79%</p> <p>2a. In the pretest, the 70% objective was reached.</p> <p>3a. The pretest results revealed that students need practice on the following areas: * Creating a title * Composing a topic sentence</p> <p>1b. The posttest results revealed the following: Mean: 3.57 Approximate Percentage Based on Rubric: 91%</p> <p>2b. The 70% objective was reached, and there was a</p>	<ol style="list-style-type: none"> 1. Informed professors teaching the course to offer additional explanations, examples, and practice in those areas that the pre/post test showed students need further aid. 2. Instructed the Educational Services English Coordinator and the tutors to offer additional explanations, examples, and practice in those areas that the pre/post test showed students need further aid. 3. Study the possibility of increasing the actual 20% value of the writing examinations to 40%, in order to assure that students who approve the

<p>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 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,</p>	<p>learn English and promote interest in reading literature written in English.</p> <p><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 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 	<ol style="list-style-type: none"> 2. After successfully completing INGL 3113 students will be able to perform at a satisfactory level in the INGL 3114 course. 	<p>5. Number of Participants Pretest – 46 students Posttest – 43 students</p> <p style="text-align: center;"><u>INGL 3113</u></p> <ol style="list-style-type: none"> 1. Criteria Sixty (60%) of the students will demonstrate that they master listening comprehension skills by increasing at least two skill levels in the ELLIS 	<p>significant increase from 79% in the pretest to 91% in the posttest.</p> <p>3b. The posttest results revealed that students still need additional practice on the following areas: * Composing topic sentences * Organizing supporting details</p> <p>Thirty-four (34) (or 43%) students increased at least one level; eight (8) (or 10%) decreased at least one level; and forty-two (42) (or 53%) stayed on the same level. Therefore, the</p>	<p>course master that skill.</p> <ol style="list-style-type: none"> 4. A group of professors started putting together an ESL textbook that will offer students instruction based on the course objectives and on their communication needs. 5. Study the possibility of offering a mid-term test to assess students' writing performance at midpoint of the semester. 6. Determined to use pre/post tests to classify students' results based on their academic programs in order to inform the Assessment Coordinators of such programs of their students' needs and improvements regarding their communication skills in English. <ol style="list-style-type: none"> 1. Students will not be allowed to complete more than one lesson per class. Thus students will be asked to dedicate more time to work on each lesson in order to improve
---	---	--	--	---	---

<p>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>Business Administration, Office Systems, Education, Communication, Computer Science, 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 INGL 3015, students will be able to perform at a satisfactory level in more advanced English courses.</p>	<p>software program modules.</p> <p>2. Content ELLIS is a program designed to attend individual needs. It is divided into 12 levels. The students took a placement exam (pretest). Based on the results, ELLIS placed each student in a particular level and provided modules to help students acquire the necessary skills to increase levels.</p> <p>3. Assessment Strategy Pretest/Posttest Objective Instrument</p> <p>4. Sample Seven (7) randomly selected course sections</p> <p>5. Number of Participants Eighty (80) randomly selected students</p> <p><u>INGL 3015</u></p> <p>1. Criteria The students will demonstrate that they understand the concepts of technical writing by composing a pretest/posttest technical</p>	<p>intended objective was not reached.</p> <p>** Note: It must be mentioned that this was the first semester that professors used the ELLIS software program to assess the INGL 3113 course.</p> <p>1a. The pretest results revealed the following: Mean: 1.1 Approximate Percentage Based on Rubric: 33%</p> <p>2a. In the pretest, the 70%</p>	<p>their performance.</p> <p>2. Students will be required to take notes from lessons for review.</p> <p>3. Professors will evaluate other activities to assess listening comprehension skills but also to assess oral communication skills.</p> <p>1. Provide more instruction, examples, and practice in the aforementioned areas in which students needed more help.</p>
---	---	---	---	---	--

			<p>document with 70% accuracy.</p> <p>2. Content Composing an indirect, persuasive letter</p> <p>3. Assessment Strategy Pretest/Posttest Writing Instrument</p> <p>4. Sample Both course sections offered (L05 / L25)</p> <p>5. Number of Participants Pretest – 33 students Posttest – 21 students</p>	<p>objective was not reached.</p> <p>3a. The pretest results revealed that students need practice on the following areas:</p> <p>A. Format</p> <ul style="list-style-type: none"> * letterhead * dateline * inside address * salutation line * complimentary close * signature block * reference initials <p>B. Content</p> <ul style="list-style-type: none"> * using the indirect pattern * starting with a neutral/positive opening paragraph * making persuasive requests * offering specific benefits * specifying an action in the closing paragraph <p>1b. The posttest results revealed the following: Mean: 2.2 Approximate Percentage Based on Rubric: 64%</p> <p>2b. Although the 70% objective was not reached, there was a significant increase from 33% in the pretest to 64% in the</p>	<p>2. Evaluate and select a textbook which is up-to-date and which offers varied examples of technical documents, that specifically emphasize on the areas in which students need more help and information.</p> <p>3. Offer at least one hour and thirty minutes to work on the assessment activity, specially if the activity is based on composing an indirect letter or document.</p>
--	--	--	---	--	---

		<p>4. After successfully completing INCO 3005, students will be able to perform at a satisfactory level in INCO 3006.</p>	<p style="text-align: center;"><u>INCO 3005</u></p> <p>1. Criteria The students will demonstrate that they understand the concepts of business communication by composing a pretest/posttest business document with 70% accuracy.</p> <p>2. Content Composing a direct, request memo</p>	<p>posttest.</p> <p>3b. The posttest results revealed that students still need additional practice on the following areas: * using the indirect pattern * making persuasive requests * offering specific benefits * specifying an action in the closing paragraph</p> <p>** <u>Note</u>: It must be mentioned that most of the students were not able to complete the activity due to the limited time (one hour) provided to compose this type of extensive letter.</p> <p>1a. The pretest results revealed the following: Mean: .69 Approximate Percentage Based on Rubric: 20%</p> <p>2a. In the pretest, the 70% objective was not reached.</p> <p>3a. The posttest results revealed that students need practice on the following areas: A. Format</p>	<p>1. Provide more instruction, examples, and practice in the aforementioned areas in which students needed more help.</p> <p>2. Continue trying to limit the time devoted to teaching business communication theory in order to assign more time to compose varied business memos and</p>
--	--	---	---	---	--

			<p>3. Assessment Strategy Pretest/Posttest Writing Instrument</p> <p>4. Sample Both course sections offered (MD5 / ME5)</p> <p>5. Number of Participants Pretest – 52 students Posttest – 49 students</p>	<p>* main heading * memo headings (DATE, TO, FROM, SUBJECT)</p> <p>B. Content * main idea in the opening paragraph when using the direct pattern * graphic highlights to emphasize details in the body paragraphs * specific action in the closing paragraph (channel, end date, goodwill)</p> <p>C. Grammar * yes/no questions * information questions</p> <p>1b. The pretest results revealed the following: Mean: 1.6 Approximate Percentage Based on Rubric: 48%</p> <p>2b. In the posttest, the 70% objective was not reached.</p> <p>3b. The posttest results revealed that students need practice on the following areas: A. Format * main heading B. Content * graphic highlights to emphasize details in the body paragraphs</p>	<p>letters.</p> <p>3. Offer students websites that show additional examples of the types of direct business memos and letters which are discussed in class.</p>
--	--	--	--	---	---

C. Grammar

* yes/no questions

* information questions

** Note: It must be mentioned that historically, the INCO 3005 course allots most of the time to teaching the theory of business communication and little time to actual memo and letter writing, which consequently may be a very powerful cause or variable for obtaining the posttest results presented above.