University of Puerto Rico - Arecibo Campus
English Department
2010-2011 (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	*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	1. After successfully completing INGL 3101, students will be able to perform at a satisfactory level in the INGL 3102 course.	**INGL 3101** 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 that contains a minimum of ten (10) sentences 3. Assessment Strategy Pretest/Posttest Writing Instrument 4. Sample Eight (8) sections 5. Number of Participants * Pretest = 215 students * Posttest = 188 students	* PRETEST 1a. The pretest results revealed the following: Mean: 1.42 Approximate Percentage Based on Rubric: 64% 2a. In the pretest, the 70% objective was not reached. 3a. The means per academic programs are: 4506-Biol. Especialidad Tecn. Microb. = 1.41 4501-Tec. Procesos Quim. Industr = 1.57 0419-Educ. Elemental = 1.62 1224-Ciencias de Computos = 1.86	1. Prof. Alberdeston, the Course Coordinator, created a website for English faculty, which focuses on issues in the Basic English classroom. The website offers faculty resources and other documentation related to the curriculum. There is also a forum, a space which allows faculty to share their concerns and successes during the academic year. 2. The Basic English website was shared with the tutors of the Programa de Servicios Educativos, in connection with the department's liaison, Prof. Marisol Santiago. All aspects of the site (except for the forum) were

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. 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,	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 Business Administration, Office Systems, Education, Communication, Computer Science, so that they may compete in the business world or pursue a graduate degree.			1624-Cienc. Soc. Concent. Psic. Industr. = 1.67 0302-Admin. Empresas Concent. Contabilidad = 1.40 0304-Admin. Empresas Concent. Finanzas = 1.33 0311-Admin. Empresas Concent. Mercadeo = 1.00 0305-Admin. Empresas Concent. Gerencia =1.04 2015-Tecn. Ingenieria Quim. = 1.25 1623-Cien. Soc. Concent. Estud. Iberoamericanos = 1.50 0703-Cienc. en Enfermeria = 1.81 0448-Educ. Fisica Nivel Element. = 1.00 4201-Tecn. Comunic. Tele-radial = 2.00 2404-Enfermeria = 1.25 2706-Cienc. Aplic. a Salud Animal = 1.56	demonstrated in order to develop a closer relationship between faculty and the program tutors. 3. Tutors from the Programa de Servicios Educativos were able to offer insights into common student questions and issues presented during tutor visits. These were, however, were not discussed with the BE committee. They will be covered at the next meeting. 4. A group of professors are putting together an ESL textbook that will offer students instruction based on the course objectives and on their communication needs. 5. The 3101 Departmental Exam was reviewed by Dr. Elsa Luciano and Prof. Jane Alberdeston to represent changes in the curriculum (namely, the 3101 syllabus was amended to include the opinion paragraph as one

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.	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.			0318-Sistemas Oficina = 1.17 Otro = 1.22 4a. Professors who rated the pretests commented that students: * either used topics as titles or did not write titles at all. * did not write topic sentences or wrote announcements and facts as topic sentences. * only discussed one topic. * used general or little detail as support. * provided poor examples. * only discussed two points of comparison. * did not use any of the comparison/contrast organization methods. * did not use comparison/contrast transitions. * did not write concluding sentences or wrote very elementary concluding sentences. * wrote ideas that were very disorganized or incoherent. * showed very elementary vocabulary skills. * wrote sentences that were	of the two required writing patterns.)

				translated word-by-word from Spanish. * did not use transitions. * composed sentences that contain many grammatical errors, especially, subject-verb agreement, verb tense, punctuation, and spelling. * in a few cases, did not write a single word. ** POSTTEST 1b. The posttest results revealed the following: Mean: 2.15 Approximate Percentage Based on Rubric: 71% 2b. In the posttest, the 70% objective was reached. 3b. The means per academic programs are: 4506-Biol. Especialidad Tecn. Microb. = 2.40 4501-Tec. Procesos Quim. Industr = 3.00 0419-Educ. Elemental = 1.69 1224-Ciencias de Computos = 2.50	

				1624-Cienc. Soc. Concent. Psic. Industr. = 2.00	
				0302-Admin. Empresas Concent. Contabilidad = 2.10	
				0304-Admin. Empresas Concent. Finanzas = 2.00	
				0305-Admin. Empresas Concent. Mercadeo = 2.67	
				0305-Admin. Empresas Concent. Gerencia = 1.76	
				2015-Tecn. Ingenieria Quim. = 2.60	
				1623-Cien. Soc. Concent. Estud. Iberoamericanos = 2.67	
				0703-Cienc. en Enfermeria = 1.50	
				0448-Educ. Fisica Nivel Element. = 1.60	
				4201-Tecn. Comunic. Tele-radial = 2.30	
				2404-Enfermeria = 2.00	
				2706-Cienc. Aplic. a Salud Animal = 2.50	

				0318-Sistemas Oficina = 2.12 Otro = 2.18 4b. Professors who rated the posttests commented that students: * either used topics as titles or did not show creativity in writing titles. * did not write topic sentences or wrote announcements, facts, and general statements as topic sentences. * used poorly developed ideas as support. * did not provide sufficient examples. * discussed obvious or uninteresting points of comparison/contrast. * still need improvement in using comparison/contrast organization methods. * did not use comparison/contrast transitions. * did not write concluding sentences or wrote very elementary concluding sentences. * wrote ideas that were very disorganized or incoherent.	

				* still showed vocabulary limitations. * wrote sentences that were translated word-by-word from Spanish. * composed sentences that contain many grammatical errors, especially, sentence construction, subject-verb agreement, punctuation, and spelling.	
		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 by increasing at least one skill level in the ELLIS software program modules. 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	1. Results * Section WEO PRE 290 - POST 310 * Section VE0 PRE 364 - POST 375 * Section L00 PRE 300 - POST 320 * Section LE0 PRE 288 - POST 304 * Section VC0 PRE 315 - POST 343 * Section VB0 PRE 300 - POST 340 * Section WB0 PRE 335 - POST 350 2. Averages: Pre-test 313 Post-test: 335 Total students = 127	1. The laboratory will be implementing a new program called TELLMEMORE next semester. The implementation of the new program has many benefits: a. With the new program, students can pause the pre and post-test for comprehension but cannot re-take any exercise on test. b. With the new program, students can practice at the universtiy as well as at home. c. The new program has more interactive activities for students. This will give them a wide arrange of tasks and more opportunities to grasp the

| | | | | acquire the necessary skills to increase levels. The highest score students can achieve on each level is 600 while the lowest is 0.

3. Assessment Strategy Pretest/Posttest Objective Instrument

4. Sample Seven (7) course sections

5. Number of Participants
* Section WE0 - 19 students
* Section VE0 - 15 students
* Section L00 - 21 students
* Section LE0 - 23 students
* Section VC0 - 10 students
* Section VB0 - 20 students
* Section WB0 - 19 students | 3. Findings
a. As seen from the results, there was an increment of 22 points from the pre to the post-test. This increment is not significant and does not represent an overall increase in level.

b. This semester was interrupted by a 72 hour "paro." As a result, many students didn't show up to take the post-test. Professors noticed in some students that when they were doing the post-test, they showed no concern at all for it since I observed them clicking through the answers in a rush. The students were told to take their time since these results were important to determine their progress. Other students complained that "the audio was going too fast and they were not allowed to repeat it." It is important to state that the speakers on the audios are native speakers. | information on the lessons than with ELLIS.
d. With this program, students are forced to speak, write, and read. Wheareas with ELLIS, students did not practice speaking or writing.
e. With this program, students cannot just click through the activities since the program assesses every ítem students do. With ELLIS, students could just click through activities.

2. Students will be encouraged to take notes. |

| | | | | c. The test pretends students to get the message from the conversation the first time. Some factors that may have affected the results include: distraction, illness, inability to comprehend some vocabulary words, among others. This activity requires students' full attention. Unfortunately, anything that happens in the room while taking the test may distracts them. A second of distraction implies that their performance on the exam will not be as expected. | |
| | | 3. After successfully completing INCO 3007, students will be able to perform at a satisfactory level in more advanced Business Communication courses in English, such as INCO 4006 | **INCO 3007**
1a. Criteria
The students will demonstrate that they understand the concepts of technical writing by composing a pretest/posttest business document with 70% accuracy.

2a. Content
Composing an indirect, persuasive letter

3a. Assessment Strategy | * PRETESTS
1a. The pretest results revealed the following:
Mean: .73
Approximate Percentage Based on Rubric: 22%

2a. In the pretest, the 70% objective was not reached.

3a. The pretest results revealed that students need practice on the following areas:
A. Format | 1. Asked professors teaching the course to place more emphasis on explaining the areas in which the posttest showed that the students still need more instruction.

2. Requested professors to keep creating and sharing sample business documents and exercises as well as web sites in order to supplement the textbook information. |

				Pretest/Posttest Writing Instrument	* letterhead * inside address * signature block * reference initials	3. Continued searching for textbooks that possess more varied and up-to-date sample business documents in order to substitute the current textbook.
				1b. Criteria The students will indicate their particular needs, perceptions, and recommendations regarding their English language skills and their business communication skills.	B. Content * using the indirect pattern * starting with a neutral/positive opening paragraph * specifying clear reasons for requesting in the body * making persuasive requests in the body * offering detailed benefits * specifying an action, channel, and end date in the closing paragraph C. Grammar * vocabulary skills * verb tenses * detailed sentences	4. Instructed professors to provide activities that allow students to develop their oral communication skills, such as a job interview or oral presentations of the textbook chapters, since students indicated in the questionnaires that they still needed oral communication practice. It must be mentioned that for the past two semesters, professors have not been able to offer more oral production activities due to the irregular class schedules caused by the strikes.
				2b. Assessment Strategy Pre/Post Qualitative Questionnaires 4. Sample All three (3) course sections offered (LA0/L50/MB0) 5. Number of Participants Pretest – 78 students Posttest – 52 students	1b. The results of the qualitative questionnaire administered during the first week of classes revealed that the students believe that their major needs regarding their English language skills are, first, improving their oral communication skills, and second, improving their writing skills. 2b. The students indicated	

				that their major needs regarding their Business Communications skills are, first, learning to compose business documents, such as letters, memos, résumés, and reports, that are correctly formatted and effectively organized. Second, they want to improve their oral communications skills by developing a more professional and varied business-related vocabulary and to lose their fear of speaking in English in front of other people. ** POSTTESTS 1a. The posttest results revealed the following: Mean: 1.46 Approximate Percentage Based on Rubric: 44% 2a. In the posttest, the 70% objective was not reached. 3a. The posttest results revealed that students still need practice on the following areas: A. Format * signature block * reference initials	

				B. Content * using the indirect pattern * specifying clear reasons for requesting in the body * offering detailed benefits * specifying an action, channel, and end date in the closing paragraph C. Grammar * vocabulary skills * verb tenses * detailed sentences 1b. The results of the qualitative questionnaire administered during the last week of classes revealed that after receiving the course instruction, the students still believe that their major needs regarding their English language skills are, first, improving their oral communication skills, and second, improving their writing skills. 2b. The students mentioned that the course helped them to improve their writing skills in order to compose correctly formatted business letters, memos, reports, and résumés.	

				3b. The students indicated that their major needs regarding their Business Communications skills still are, first improving their writing skills to compose negative news letters, reports, and memos that contain more detail and fewer grammatical errors, and second, developing their oral communication skills. 4b. The students recommended, first, that the course continues to be offered without any changes since it is very complete and well-organized. Second, students would like professors to offer more business document writing theory and to provide more activities for oral communication practice. Finally, students recommended equipping the classroom with newer and faster computers.	
		4. After successfully completing INCO 3005, students will be able to	**INCO 3005** 1a. Criteria The students will demonstrate that they understand the concepts of	* PRETESTS 1a. The pretest results revealed the following:	1. Asked professors teaching the course to place more emphasis on

| | | perform at a satisfactory level in INCO 3006. | business communication by composing a pretest/posttest business document with 70% accuracy.

2a. Content
Composing a direct, request memo

3a. Assessment Strategy
Pretest/Posttest Writing Instrument

1b. Criteria
The students will indicate their particular needs, perceptions, and recommendations regarding their English language skills and their business communication skills.

2b. Assessment Strategy
Pre/Post Qualitative Questionnaires

4. Sample
Two course sections (L25 / ME5)

5. Number of Participants
Pretest – 50 students
Posttest – 45 students | Mean: 1.00
Approximate Percentage Based on Rubric: 30%

2a. In the pretest, the 70% objective was not reached.

3a. The pretest results revealed that students need practice on the following areas:
A. Format
* main heading
* memo headings (DATE, TO, FROM, SUBJECT)
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)
C. Grammar
* yes/no questions
* information questions
* vocabulary skills

1b. The results of the qualitative questionnaire administered during the first week of classes showed that the students' major needs regarding their | explaining the areas in which the posttest showed that the students still need more instruction.

2. Requested professors to keep creating and sharing sample business documents and exercises as well as web sites in order to supplement the textbook information.

3. Continued searching for textbooks that possess more varied and up-to-date sample business documents in order to substitute the current textbook.

4. Instructed professors to provide activities that allow students to develop their oral communication skills, such as a job interview or oral presentations of the textbook chapters, since students indicated in the questionnaires that they still needed oral communication practice. It must be mentioned that for the past two semesters, professors have not been |

				English language skills are, first, improving their oral communication skills, and second, improving their writing skills. 2b. The students indicated that their major needs regarding their Business Communications skills are, first, to improve their professional oral communications skills, and second, to learn about and develop their writing skills of business documents, such as memos and letters, that are error-free in the areas of grammar, vocabulary, and verb tenses. 3b. However, it must be mentioned that this course does not provide activities for students to develop their oral communication skills. ** POSTTESTS 1a. The posttest results revealed the following: Mean: 1.29 Approximate Percentage Based on Rubric: 39 % 2a. In the posttest, the 70%	able to offer more oral production activities due to the irregular class schedules caused by the strikes.

				objective was not reached.	
				3a. The posttest results revealed that students still need practice on the following areas: A. Format * main heading * Reference initials B. Content * graphic highlights to emphasize details in the body paragraphs * specific action in the closing paragraph (channel, end date, goodwill) C. Grammar * yes/no questions * information questions * verb tense * vocabulary skills 1b. The results of the qualitative questionnaire administered during the last week of classes revealed that after receiving the course instruction, the students still believe that their major needs regarding their English language skills are, first, improving their oral communication skills, and second, improving their writing skills.	

				2b. The students mentioned that the course helped them to improve their writing skills in order to compose correctly formatted business memos and letters, Second, the students indicated that they had easily learned the communication process theory. 3b. The students indicated that their major needs regarding their Business Communications skills still are, first improving their writing skills to compose letters and memos that are free of grammar, sentence-construction, and vocabulary errors, 4b. First, the students recommended that the course continues to be offered without any changes since it is very complete and well-organized. Second, the students would like professors to offer more business document writing theory and examples.	