

University of Puerto Rico - Arecibo Campus
English Department
2011-2012 (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
<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</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> <p>1. Encourage interest for the proper use of the English language.</p> <p>2. Enable students to effectively master basic language skills: speech, writing, and reading.</p>	<p>1. After successfully completing INGL 3101, students will be able to perform at a satisfactory level in the INGL 3102 course.</p>	<p style="text-align: center;"><u>INGL 3101</u></p> <p>1. Criteria: The students will demonstrate their knowledge of basic communication skills by working on a reading examination with 70% accuracy.</p> <p>2. Content: Fifty (50) vocabulary, comprehension, main idea, title, essay content, and argumentation items</p> <p>3. Assessment Strategy: Posttest-Only Reading Exam</p> <p>4. Number of Participants: 319 students</p>	<p>1. The average percentage score was 49.1%.</p> <p>2. The 70% objective was not reached.</p> <p>3. Professors who participated in the activity commented that students complained of not having sufficient time to read the exam and work on the fifty items.</p> <p>4. This reading instrument was created for Basic English II (INGL 3102) students. However, it was used for the first time with INGL 3101 students in order to pilot-test it.</p>	<p>1. A group of professors are putting together an ESL textbook that will offer students reading instruction based on the course objectives and on their communication needs.</p> <p>2. The reading exam is being reviewed by the INGL 3101 Committee in order to modify it to assess additional reading skills.</p> <p>3. Professors teaching the course were informed of the results of the test and asked to place more emphasis on explaining and offering additional practice in the areas</p>

<p>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 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</p>	<p>3. Encourage students to learn English and promote interest in reading literature written in English.</p> <p><u>General Objectives</u></p> <p>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.)</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</p>	<p>2. After successfully completing INGL 3113, students will be able to perform at a satisfactory level in the INGL 3114 course.</p>	<p style="text-align: center;"><u>INGL 3113</u></p> <p>1. Criteria: The students will demonstrate that they master listening comprehension skills by increasing at least one point level in the TELLMEMORE software program module.</p> <p>2. Content: The TELLMEMORE exam (or assessment test) assigns the highest score as 10. This exam classifies individuals into the following categories: A1- Beginner (1.0 – 2.9) A2- Intermediate (3.0-4.9) B1-Proficient (5.0-7.9) B2-Advance (8.0-10.0) Students who score above 9 can be placed into C1-Expert level at the professor's discretion. However, C1 level is only available for Professional Situations not for Everyday Situations.</p>	<p>1. Pretest Results: a. The highest grade on the pretest was 9.6/10 and the lowest was 1.2/10. b. The average score was 4.3/10.</p> <p>2. Posttest Results: a. The highest grade on the posttest was 9.4/10, and the lowest was 2.1/10. b. The average score was 5.47/10, which represents an increase of 1.17 points on the posttest.</p> <p>3. Professors' Comments: Some professors indicated that with TELLMEMORE students showed less apprehension toward speaking in the classroom. However, we have yet to assess the impact of this program on INGL 3101 and 3102 courses.</p>	<p>where the students need more instruction.</p> <p>1. To ensure that all students take the post-test, next semester, professors will give the students bonus points for completing it.</p> <p>2. Professors will continue using TELLMEMORE, instead of the previously used ELLIS program. for it has proven to be the most complete program available on the market.</p>
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<p>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>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.</p>	<p>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</p>	<p>3. Assessment Strategy: A pre/posttest consisting of a total of 69 questions which test students' grammar, vocabulary, and listening skills.</p> <p>4. Sample: Nine (9) course sections (LB0, LC0, LD0, LE0, L35, WB0, WC0, WD0, and WE0)</p> <p>5. Number of Participants: * Pretest – 221 students * Posttest – 151 students</p> <p style="text-align: center;"><u>INCO 3007</u></p> <p>1a. Criteria: The students will demonstrate that they understand the concepts of technical writing by composing a pretest/posttest business document with 70% accuracy.</p> <p>2a. Content: Composing an indirect, persuasive letter</p> <p>3a. Assessment Strategy: Pretest/Posttest Writing Instrument</p> <p>1b. Criteria: The students will</p>	<p>4. Students' Comments: Most students prefer this program over ELLIS because:</p> <p>a. It offers them the flexibility to work at home when they fall behind.</p> <p>b. They also find that this program has helped them with the basic courses since it covers all the basic skills to reinforce their writing skills.</p> <p>* PRETESTS 1a. The pretest results revealed the following: Mean: .92 Approximate Percentage Based on Rubric: 30%</p> <p>2a. In the pretest, the 70% objective was not reached.</p> <p>3a. The pretest results revealed that students need practice on the following areas: A. Format * letterhead * inside address * signature block</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</p>
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			<p>indicate their particular needs, perceptions, and recommendations regarding their English language skills and their business communication skills.</p> <p>2b. Assessment Strategy: Pre/Post Qualitative Questionnaires</p> <p>4. Sample: Four (4) course sections (LA0/L45/MA0/M55)</p> <p>5. Number of Participants: Pretest – 79 students Posttest – 71 students</p>	<p>* reference initials</p> <p>B. Content</p> <ul style="list-style-type: none"> * 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 <p>C. Grammar</p> <ul style="list-style-type: none"> * vocabulary skills * verb tenses * detailed sentences <p>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.</p> <p>2b. The students</p>	<p>continues to search for textbooks that possess more varied and up-to-date sample business documents in order to substitute the current textbook.</p> <p>4. The coordinator 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.</p>
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				<p>indicated that their major needs regarding their Business Communications skills are, first, learning to compose business documents, such as letters, memos, and reports, based on the latest business communications techniques and strategies. Second, they want to improve their oral communications skills by developing a more professional and varied business-related vocabulary.</p> <p>** POSTTESTS</p> <p>1a. The posttest results revealed the following: Mean: 1.52 Approximate Percentage Based on Rubric: 50%</p> <p>2a. In the posttest, the 70% objective was not reached.</p> <p>3a. The posttest results revealed that students still need practice on the following areas: A. Format</p>	
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				<ul style="list-style-type: none">* signature block* reference initials <p>B. Content</p> <ul style="list-style-type: none">* 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 <p>C. Grammar</p> <ul style="list-style-type: none">* vocabulary skills* verb tenses* detailed sentences <p>1b. The results of the qualitative questionnaire administered during the last week of classes revealed that after receiving the course instruction, the students believe that their major needs regarding their English language skills still are, first, improving their oral communication skills, and secondly, improving their writing skills.</p> <p>2b. The students</p>	
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		<p>4. After successfully completing INCO 3005, students will be</p>	<p><u>INCO 3005</u> 1a. Criteria: The students will demonstrate that they</p>	<p>mentioned that the course helped them to improve their writing skills in order to compose correctly formatted business memos and letters.</p> <p>3b. The students indicated that their major needs regarding their Business Communications skills are improving their writing skills to compose negative news and persuasive letters that are grammatically correct.</p> <p>4b. The students recommended, first, that the course continues to be offered without any changes since it is very complete and well-organized. Second, the students requested the course to provide more activities for oral communication practice.</p> <p>* PRETESTS 1a. The pretest results revealed the</p>	<p>1. Professors teaching the course will place more emphasis on</p>
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		<p>able to perform at a satisfactory level in INCO 3006.</p>	<p>understand the concepts of business communication by composing a pretest/posttest business document with 70% accuracy.</p> <p>2a. Content: Composing a direct, information request memo</p> <p>3a. Assessment Strategy: Pretest/Posttest Writing Instrument</p> <p>1b. Criteria: The students will indicate their particular needs, perceptions, and recommendations regarding their English language skills and their business communication skills.</p> <p>2b. Assessment Strategy: Pre/Post Qualitative Questionnaires</p> <p>4. Sample: One course section (LE0)</p> <p>5. Number of Participants: Pretest – 19 students Posttest – 15 students</p>	<p>following: Mean: 1.00 Approximate Percentage Based on Rubric: 30%</p> <p>2a. In the pretest, the 70% objective was not reached.</p> <p>3a. The pretest results revealed that students need practice on the following areas: A. Format * main heading * memo headings (DATE, TO, FROM, SUBJECT) * reference initials 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 * “Wh” information questions * vocabulary skills</p> <p>1b. The results of the qualitative questionnaire</p>	<p>explaining the areas in which the posttest showed that the students still need more instruction.</p> <p>2. Professors will continue to create and sharing sample business documents and exercises as well as web sites in order to supplement the textbook information.</p> <p>3. Professors are searching for textbooks that possess more varied and up-to-date sample business documents in order to substitute the current textbook.</p> <p>4. Professors will provide activities that allow students to develop their oral communication skills, such as presentations of the textbook chapters, since students indicated in the questionnaires that they still needed oral communication practice.</p>
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				<p>administered during the first week of classes showed that the students' major needs regarding their English language skills are, first, improving their oral communication skills, and second, improving their writing skills.</p> <p>2b. The students indicated that their major needs regarding their Business Communications skills are, first, to improve their professional oral communications skills using the most appropriate business vocabulary, and second, to learn about and develop their skills for writing business documents, such as memos and letters which are free of errors in grammar and vocabulary.</p> <p>3b. However, this course does not provide activities for students to develop their oral communication skills.</p>	
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				<p>** POSTTESTS</p> <p>1a. The posttest results revealed the following: Mean: 2.47 Approximate Percentage Based on Rubric: 83 %</p> <p>2a. In the posttest, the 70% objective was reached.</p> <p>3a. The posttest results revealed that students still need practice on the following areas: * “Wh” information questions * vocabulary skills</p> <p>1b. The results of the qualitative questionnaire administered during the last week of classes revealed that after receiving the course instruction, the students believe that their major needs regarding their English language skills are, first, improving their oral communication skills, and second, improving their listening comprehension skills.</p>	
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				<p>2b. The students mentioned that the course helped them to improve their writing skills in order to compose business memos and letters which contain correctly written sentences and a professional vocabulary.</p> <p>3b. The students indicated that their major need regarding their Business Communications skills is to improve their writing skills to compose business memos, letters, and subject lines.</p> <p>4b. The students recommended that the course continues to be offered without any changes since it is very complete and well-organized. Also, the students would like professors to offer more business document writing practice, but also to allow them more time for writing such documents.</p>	
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