

University of Puerto Rico - Arecibo Campus
English Department
2012-2013 (First Semester) Assessment Plan

Prepared by: Dr. Carlos González Méndez
January, 2014

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 by approving a reading examination with 70%. 2. Content: A reading selection with thirty (30) vocabulary in context, drawing inferences, critical thinking, finding details, and main idea items 3. Assessment Strategy: Pretest/Posttest Reading Exam 4. Sample Eight (8) course sections: L00, L01, LD0, L10, L25, L26, M10, M40 	<ol style="list-style-type: none"> 1. Pretest A. Result: 52.6% B. In the pretest, the 70% objective was not reached. 2. Posttest A. Result: 64.1% B. In the posttest, the 70% objective was not reached. 	<ol style="list-style-type: none"> 1. Will continue to evaluate new reading and writing textbooks. 2. 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. 3. Instructed the Educational Services (ES) English Coordinator and the tutors to offer additional explanations, examples, and practice in those areas in which the pre/post test showed students need further aid. 4. Will continue to revise the pre/post test

<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 – 201 students ** Posttest – 149 students</p> <p style="text-align: center;"><u>INGL 3113</u></p> <ol style="list-style-type: none"> 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. 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. 	<ol style="list-style-type: none"> 1. Results A. Pretest * The highest grade on the pre-test was 9.7/10 and the lowest was 1.2/10. ** The average score was 4.09/10. B. Posttest * The highest grade on the post-test was 9.8/10 and the lowest was 1.2/10. ** The average score was 4.63/10 which represents an increase of .54 points on the post-test. 2. Findings A. The post-test (progress test) offers professors information on students' academic progress. The amount of students who took this exam was lower than the pre-test for various reasons: * Some students dropped out. * Other students did not 	<p>instrument in order to add and organize items according to the skills requested in the course syllabus.</p> <ol style="list-style-type: none"> 1. Professors will continue using TELLMEMORE for it has proven to be the most complete program available on the market. 2. Professors will ask all students to work on the Professional Situations file. This one is a bit more complex since it involves activities related to the professional world. 3. As far as the post-test is concerned, professors are working on a way to count it as part of the grade. Professors have noticed that since it does not have grade value, students tend to be sloppy with it, leading to the observed results.
---	---	---	---	---	---

<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 INCO 3007, students will be able to perform at a satisfactory level in more advanced Business Communication courses in English, such as</p>	<p>However, C1 level is only available for Professional Situations not for Everyday Situations.</p> <p>3. Assessment Strategy A pre/posttest instrument consisting of a total of 69 questions which test students' grammar, vocabulary, and listening skills.</p> <p>4. Sample All thirty-one (31) course sections offered: J05, J15, J25, JC0, JE5, L00, L15, L25, L35, LB0, LD0, LE0, M05, M15, M25, M35, MB0, VB0, VC0, VD0, VE9, W00, W15, W25, WB0, WC0, WE0, LC0, MC0, ME5, WD0</p> <p>5. Number of Participants: * Pretest – 764 students ** Posttest – 584 students</p> <p><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%</p>	<p>complete the minimum of 10 hours required for the progress test to be available.</p> <p>* Others (a minority) simply did not take it.</p> <p>B. Comments from some professors indicate that with TELLMEMORE students show less apprehension toward speaking in the classroom. We have yet to assess the impact of this program on INGL 3101 and 3102 courses.</p> <p>* Pretest 1a. The pretest results revealed the following: Mean: .84 Approximate Percentage Based on Rubric: 27%</p>	<p>1. Provide extra instruction, examples, and practice in the previously described composition areas in which students needed more help.</p>
---	---	---	--	---	---

		<p>INCO 4006.</p>	<p>accuracy.</p> <p>2a. Content Composing an indirect, persuasive letter</p> <p>3a. Assessment Strategy Pretest/Posttest Writing Instrument and rubric</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 All four (4) course sections offered: LA0, L40, MA0, M55</p> <p>5. Number of Participants: * Pretest – 81 students ** Posttest – 64 students</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 * reference initials 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</p> <p>1b. The results of the qualitative questionnaire administered during the first week of classes revealed that the students believe that their major</p>	<p>2. Try to schedule and offer supplementary oral production activities, in addition to the oral report, that students will present as a requisite of the class, and which may help students to further develop their oral communication skills, such as textbook chapter summaries that the students can prepare and orally report to the class, and a job interview activity.</p>
--	--	-------------------	--	--	--

				<p>needs regarding their English language skills are, first, improving their writing skills, and second, improving their oral communication skills.</p> <p>2b. The students indicated that their major needs regarding their Business Communications skills are, first, developing their writing skills of business documents such as memos, letters, reports, and résumés; and second, to improve their professional oral communications skills.</p> <p>** Posttest</p> <p>1a. The posttest results revealed the following: Mean: 1.53 Approximate Percentage Based on Rubric: 51%</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 *confused the memo and letter formats</p>	
--	--	--	--	--	--

				<p>*composed one or two paragraph indirect letters</p> <p>B. Content</p> <ul style="list-style-type: none">* composing an appropriate Subject line since they still created Subject lines that are too direct or unfocused, or they did not write a Subject line at all.* using the indirect pattern* 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* detailed sentences <p>1b. The results of the qualitative questionnaire administered during the last week of classes revealed that the students believe that their major needs regarding their English language skills still are, first, improving their writing skills, and second, improving their oral communication skills.</p> <p>2b. The students mentioned that the course helped them to learn the formats of different business documents and to improve</p>	
--	--	--	--	--	--

				<p>their general writing skills.</p> <p>3b. The students indicated that their major needs regarding their Business Communications skills still are, first, composing indirect business documents, such as negative news and persuasive letters, and second, improving their writing skills, especially, regarding vocabulary building and grammar correctness.</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. Finally, students requested that professors provide more time for writing practice.</p>	
--	--	--	--	--	--