

University of Puerto Rico - Arecibo Campus
English Department
2013-2014 (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 diffusion of</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. 	<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. Number of Participants: Pretest – 362 students (16 course sections: L01, L11, L26, LE0, LE1, LB0, LC1, LD1, 	<p>* PRETEST</p> <ol style="list-style-type: none"> 1. Pretest Result: 48% 2. In the pretest, the 70% objective was not reached. 3. The number of students (N) and percentages (%) per academic programs are: 4506-Biol. Especialidad Tecn. Microb. (N=45) 58% 4501-Tec. Procesos Quim. Industr. (N=4) 57% 0419-Educ. Elemental (N=15) 53% 1224-Ciencias de Computos (N=26) 54% 	<ol style="list-style-type: none"> 1. Professors were informed of the results of the posttest, so they will place more emphasis on explaining and providing practice on those reading comprehension areas where the students still need more instruction. 2. Professors will create modules for teaching critical thinking skills and main idea skills. These modules will be available for students to work from home and then, the modules will be discussed in class, as additional practice to develop

<p>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 professional development and continuous education</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 Administration, Office</p>		<p>M10, M11, M12, M40, MB5, MB6, MB7, ME5) Posttest – 299 students</p>	<p>1624-Cienc. Soc. Concent. Psic. Industr. (N=26) 55%</p> <p>0302-Admin. Empresas Concent. Contabilidad (N=29) 47%</p> <p>0304-Admin. Empresas Concent. Finanzas (N=12) 45%</p> <p>0311-Admin. Empresas Concent. Mercadeo (N=11) 43%</p> <p>0305-Admin. Empresas Concent. Gerencia (N=19) 43%</p> <p>2015-Tecn. Ingenieria Quim. (N=14) 42%</p> <p>1623-Cienc. Soc. Concent. Estud. Iberoamericanos (N=4) 50%</p> <p>0448-Educ. Fisica Nivel Element. (N=21) 42%</p> <p>4201-Tecn. Comunic. Tele-radial (N=34) 56%</p> <p>2404-Enfermeria (N=31) 52%</p>	<p>both skills.</p> <p>3. Professor will use a critical thinking tool that is available for the university which is called Fields of Demands. This tool consists of a series of documentaries that can be used by professors to teach and develop critical thinking skills.</p>
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<p>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>Systems, Education, Communication, Computer Sciences, 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>2706-Cienc. Aplic. a Salud Animal (N=9) 62%</p> <p>0318-Sistemas Oficina (N=40) 41%</p> <p>Otro (N=35) 45%</p> <p>4. The pretest results revealed that students need practice on the following areas respectively: A) Vocabulary in context B) Critical thinking C) Main ideas</p> <p>* POSTTEST 1. Posttest Result: 63%</p> <p>2. In the pretest, the 70% objective was not reached.</p> <p>3. The number of students (N) and percentages (%) per academic programs are:</p> <p>0419-Educ. Elemental (N=6) 58%</p> <p>1224-Ciencias de Computos (N=11) 64%</p>	
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		<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</p>	<p>0703-Ciencias en Enfermeria (N=8) 65%</p> <p>2706-Cienc. Aplic. a Salud Animal (N=5) 67%</p> <p>0318-Sistemas Oficina (N=39) 64%</p> <p>Otro (N=39) 64%</p> <p>4. The posttest results revealed that students still need practice on the following areas respectively: A) Main ideas B) Critical thinking</p> <p>1. Pretest Result: 4.07</p> <p>2. Posttest Result: 4.54</p> <p>3. The objective was not reached.</p>	<p>Students will have to work at least on 70% of the lessons in their respective levels of the “Professional Stations” folder. Therefore, students will have to work at the laboratory and also at home to be able to fulfill this goal. This decision was based on the assessment activity results. Professors concluded that the results were not</p>
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		<p>3. After successfully completing INCO 3007, students will be able to perform at a satisfactory level in</p>	<p>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>3. Assessment Strategy: A pre/posttest consisting of a total of 69 questions which test students’ grammar, vocabulary, and listening skills.</p> <p>4. Number of Participants: Pretest – 765 students Posttest – 595 students</p> <p><u>INCO 3007</u></p> <p>1. Criteria: The students will demonstrate that they understand the concepts of business</p>	<p>* PRETEST 1a. Pretest Result: 60% 2a. In the pretest, the 70% objective was not</p>	<p>significant because students only practiced the assigned lessons at the laboratory. Then, by allowing students to be able to work on the lessons at home, professors expect students to improve their listening comprehensions skills and consequently their course scores.</p> <p>1. Professors will place more emphasis on explaining and providing practice</p>
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		<p>more advanced Business Communication courses in English, such as INCO 4006</p>	<p>communication by approving a theory examination with 70% accuracy.</p> <p>2. Content: Fifty (50) items regarding information memos, procedure memos, information request letters, information reply letters, persuasive letters, negative news letters, the resume, the job application letter, and the information report</p> <p>3. Assessment Strategy: Pretest/Posttest Objective Instrument</p> <p>4. Criteria: The students will indicate their particular needs, perceptions, and recommendations regarding their English language skills and their business communication skills.</p> <p>5. Assessment Strategy: Pre/Post Qualitative Questionnaires</p> <p>6. Sample: Two (2) course sections</p>	<p>reached.</p> <p>3a. The pretest results revealed that students need more information regarding the following business documents: A) Job application letter B) Procedure memo C) Resume</p> <p>4a. The pretest results revealed that students need practice on the following specific areas: * Direct pattern in the opening of direct messages * Graphic highlights in the body of direct messages * A specific action in the closing of direct messages * Information needed in the body of indirect letters * Resume main headings * Resume formats * Resume types * Indirect pattern in job application letters * Information report main headings * Parallel constructions</p>	<p>on those areas where the students need more instruction.</p> <p>2. Professors are examining additional books that provide more up-to-date and varied information and exercises in those areas where the students need more instruction.</p>
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			<p>(LA0/L40)</p> <p>7. Number of Participants: Pretest – 47 students Posttest – 40 students</p>	<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 indicated that their major needs regarding their Business Communications skills are, first, learning to compose business documents, such as memos, letters, and resumes, based on the latest business communications concepts and using the most appropriate professional vocabulary. Second, they want to improve their oral communications skills by developing a more professional and varied business-related vocabulary.</p>	
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				<p>* POSTTEST</p> <p>1a. Posttest Result: 70%</p> <p>2a. In the posttest, the 70% objective was reached.</p> <p>3a. The pretest results revealed that students need more information regarding the following business documents: A) Resume B) Job application letter C) Information Request Letter</p> <p>4a. The pretest results revealed that students need practice on the following specific areas: * Resume types * Resume formats * Indirect pattern in job application letters * Direct pattern in the opening of direct messages * Graphic highlights in the body of direct messages * A specific action in the closing of direct messages</p> <p>1b. The results of the qualitative questionnaire</p>	
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				<p>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 mentioned that the course helped them to improve their writing skills in order to compose correctly formatted business resumes, memos and reports.</p> <p>3b. The students indicated that their major needs regarding their Business Communications skills are improving their writing skills to compose indirect messages, such as negative news and persuasive letters.</p> <p>4b. The students recommended, first,</p>	
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				<p>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 time for practicing oral communication activities. Finally, students requested offering the course in a classroom that is equipped with the latest computers and software.</p>	
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