University of Puerto Rico - Arecibo Campus
English Department
2014-2015 (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	*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	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 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 – 194 students	* PRETEST 1. Pretest Result: 57% 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=15) 66% 4501-Tec. Procesos Quim. Industr. (N=13) 44% 1224-Ciencias de Computos (N=16) 61% 1624-Cienc. Soc. Concent. Psic. Industr.	1. Some professors are currently revising the Journey Into the Paragraph textbook in order to add the essay writing process, so that said textbook can be used, not only in the Basic English I course, but also in the Basic English II course. 2. Professors were informed of the results of the pre and posttests, so they will place more emphasis on explaining and providing practice on those reading comprehension areas where the students still need more instruction. 3. Personnel of the Educational Services Office were informed of the results of the pre and

to the production and 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. The institution is equally committed to promote the interaction with its community offering	reading. 3. Encourage students to learn English and promote 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		Posttest – 169 students	(N=12) 58% 0302-Admin. Empresas Concent. Contabilidad (N=7) 58% 0311-Admin. Empresas Concent. Mercadeo (N=1) 73% 0305-Admin. Empresas Concent. Gerencia (N=10) 68% 2015-Tecn. Ingenieria Quim. (N=1) 37% 1623-Cienc. Soc. Concent. Estud. Iberoamericanos (N=2) 77% 0448-Educ. Fisica Nivel Element. (N=2) 47% 4201-Tecn. Comunic. Tele-radial (N=11) 59% 2706-Cienc. Aplic. a Salud Animal (N=4) 63% 0318-Sistemas Oficina (N=1) 77%	posttests, so they will ask their English tutors to place more emphasis on explaining and providing practice on those reading comprehension areas where the students still need more instruction. 4. Students will continue using the Write Time Write Place textbook, along with its website, since it provides further explanations and practice on those areas where the students still need more instruction.

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, 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.	Business Administration, Office Systems, Education, Communication, Computer Sciences, 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.			Otro (N=134) 51% 4. The pretest results revealed that students need practice on identifying main ideas and critical thinking. ** POSTTEST 1. Posttest Result: 63% 2. In the posttest, the 70% objective was not reached. 3. The number of students (N) and percentages (%) per academic programs are: 4506-Biol. Especialidad Tecn. Microb. (N = 9) 66.4% 4501-Tec. Procesos Quim. Industr. (N = 7) 59.6% 0305-Admin. Empresas Concent. Gerencia (N = 2) 61.5% 2015-Tecn. Ingenieria Quim. (N = 2) 68% 4201-Tecn. Comunic. Tele-rad. (N = 1) 63%	

				2404-Enfermeria (N = 2) 57% 2706-Cienc. Aplic. a Salud Animal (N = 4) 75.8% Otro (N = 116) 60.3% 4. The posttest results revealed that students still need practice on identifying main ideas and critical thinking.	
	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 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)	1. Pretest Average Result: 4.80/10 2. Posttest Average Result: 5.2/10 which represents an increase of .40 points on the post-test. 3. The objective was not reached.	1. Professors will continue using TELLMEMORE for it has proven to be the most complete program available on the market. 2. Professors will increase the amount of lessons from 8 to 9 for the spring semester 2014-15 to see if this has a better effect on the results of the post-test. 3. Professors will ask all students to work on the **Professional Situations** file for the second semester INGL 3114.	

				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. 3. Assessment Strategy: A pre/posttest consisting of a total of 69 questions which test students' grammar, vocabulary, and listening skills. 4. Number of Participants: Pretest – 480 students Posttest – 449 students 5. Sections: Seventeen (17) - L15, L25, L35, LB0, LD0, LE0, M05, M15, M25, MB0, VB0, VC0, VD0, W00, WB0, WC0, WE0		

			INGL 3102		
		3. After successfully completing INGL 3102, students will be able to perform at a satisfactory level other English courses, such as INGL 3201, INGL 3221, or INGL 3015.	1. Criteria: The students will demonstrate their knowledge of the components of an academic essay by approving a theory examination with 70%. 2. Content: Posttest-Only instrument containing fifty (50) items about the prewriting process, the components of the introductory paragraph, the body paragraph, and the concluding paragraph, the process of revising, editing, and proofreading process in academic level essays. 3. Assessment Strategy: Comparison of the results of the instrument between INGL 3101 and INGL 3102 students 4. Participants: a. INGL 3102 – L00 (23 students) b. INGL 3101 – LC0	1. Results: a. **INGL 3102 L00 – 65.7% The 70% objective was not reached.** b. INGL 3101 LC0 – 66.0% The 70% objective was not reached. c. INGL 3101 LD0 – 70.0% The 70% objective was reached. d. INGL 3101 L10 – 74.7% The 70% objective was reached. e. INGL 3101 L25 – 68.7% The 70% objective was not reached. 2. Observation: The INGL 3102 group of students who had already received the instruction regarding the essay writing process when they took the INGL 3101 course (and who had reviewed said process for a second time in INGL 3012) had a lower	1. Professors teaching both courses were informed of the results in order to provide even more information, examples, and exercises regarding the essay writing process. 2. Professors determined to place more emphasis on teaching the argumentative/persuasive essay since that rhetorical mode involves understanding and utilizing all the other eight rhetorical modes. 3. Personnel of the Educational Services Office were informed of the results of the pre and posttests, so they will ask their English tutors to place more emphasis on explaining and providing practice on those essay composition areas where the students still need more instruction. 4. Students will continue using the Write Time, Write Place textbook, along with its website, since it provides further explanations and practice

			(18 students) c. INGL 3101 – LD0 (24 students) d. INGL 3101 – L10 (28 students) e. INGL 3101 – L25 (28 students)	score in the instrument than all the group of INGL 3101 students who had recently received the instruction regarding the same essay writing process instruction.	on those essay composition areas where the students still need more instruction.
		4. 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** 1. Criteria: The students will demonstrate that they understand the concepts of business communication by approving a theory examination with 70% accuracy. 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 3. Assessment Strategy: Pretest/Posttest Objective Instrument	* PRETEST 1a. Pretest Result: 59% 2a. In the pretest, the 70% objective was not reached. ** POSTTEST 1a. Posttest Result: 67% 2a. In the posttest, the 70% objective was not reached. *** QUALITATIVE QUESTIONNAIRE 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 they still need help to improve, first, their speaking skills, and	1. Professors will place more emphasis on explaining and providing additional practice in those areas where the students need more instruction. 2. Professors are examining the Excellence in Business Communication textbook since it contains a web laboratory, since it provides further more up-to-date and varied information and exercises in those business-related areas where the students need more instruction.

| | | | | 4. Criteria:
The students will indicate their particular needs, perceptions, and recommendations regarding their English language skills and their business communication skills.

5. Assessment Strategy:
Post-Qualitative Questionnaire

6. Sample:
One (1) course section (M40)

7. Number of Participants:
Pretest – 28 students
Posttest – 23 students | second, their writing skills.

2b. The students stated that the course helped them to improve their writing skills to compose correctly formatted business letters and memos.

3b. The students indicated that after receiving the instruction their major needs regarding their Business Communications skills still are improving their vocabulary skills to effectively compose indirect messages, such as negative news letters.

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 letter writing homework assignments as extra practice. Finally, the students asked for additional oral production activities and evaluations. | |