

University of Puerto Rico - Arecibo Campus
English Department
2017-2018 (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 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</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 learn English and promote interest in reading literature written in English. <p style="text-align: center;"><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 	<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. 3. After successfully completing INCO 4008, students will be able to perform at a satisfactory level in more advanced Business Communication courses in English, such as INCO 4006. 	<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 – students Posttest – students <p style="text-align: center;"><u>INCO 4008</u></p> <ol style="list-style-type: none"> 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 a direct, 	<p>* PRETEST</p> <ol style="list-style-type: none"> 1. Pretest Result: “In progress” 2. In the pretest, the 70% objective was “In progress” 3. The pretest results revealed “In progress” <p>** POSTTEST</p> <ol style="list-style-type: none"> 1. Posttest Result: “In progress” 2. In the posttest, the 70% objective was “In progress” 3. The posttest results revealed “In progress” <p>* PRETESTS</p> <ol style="list-style-type: none"> 1a. The pretest results revealed the following: Mean: 1.1 Approximate Percentage Based on Rubric: 10% 2a. In the pretest, the 70% objective was not reached. 3a. The pretest results 	<p>“In progress”</p> <ol style="list-style-type: none"> 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. 2. Professors were

<p>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, 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>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 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>information request letter</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>3. Sample: The only course section offered (L00)</p> <p>4. Number of Participants: Pretest – 27 students Posttest – 21 students</p>	<p>revealed that students need practice on the following areas:</p> <p>A. Format</p> <ul style="list-style-type: none"> * letterhead * subject line * inside address * signature block * reference initials * copy notation * second-page heading <p>B. Content</p> <ul style="list-style-type: none"> * using the direct pattern * starting with an opening that directly states the main idea of the letter * organizing the requested information in the body * specifying an action, channel, and end date in the closing <p>C. Grammar</p> <ul style="list-style-type: none"> * vocabulary skills * sentence construction * question construction * paragraph construction * verb tenses * parallel questions <p>4a. The results of the qualitative questionnaire administered during the first week of classes showed that the students feel that their major needs regarding their English language skills are, first, improving their writing skills, and second, improving their oral communication skills.</p> <p>4b. The students indicated that their major needs regarding their Business Communications skills are,</p>	<p>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 will continue 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. Professors will try to provide activities that allow students to develop their oral communication skills, such as presentations of the textbook chapters a class participation grade, and an oral report, since some students indicated in the questionnaires that they still needed oral communication practice.</p> <p>6. The Department will try to offer this course in sections that meet for 1 ½ hours, so that the students will have more time for composing their documents.</p>
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				<p>English language skills are still, first, improving their writing skills, and second, improving their oral production skills.</p> <p>4b. The students mentioned that the course helped them to compose business letters and memos, using a more varied and professional vocabulary.</p> <p>4c. The students indicated that their major needs regarding their Business Communications skills still are composing appropriate business documents, such as memos and letters, that present a correct subject line and efficient organization.</p> <p>4d. The students recommended that the course continues to be offered without any changes since it is very complete and well-organized. However, the students requested to offer the course in 1 ½ to 2 hour sections.</p>	
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