

University of Puerto Rico - Arecibo Campus
English Department
2014-2015 (Second Semester) Assessment Plan

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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</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 	<ol style="list-style-type: none"> 1. 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. 	<p style="text-align: center;"><u>INGL 3102</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 – 296 students Posttest – 96 students* * The posttest was offered using Moodle; because of lack of training, most professors did not 	<p>* PRETEST</p> <ol style="list-style-type: none"> 1. Pretest Result: 65% 2. In the pretest, the 70% objective was not reached. 3. The number of students (N) and percentages (%) per academic programs are: <p>4506-Biol. Especialidad Tecn. Microb. (N = 9) 72.2%</p> <p>4501-Tec. Procesos Quim. Industr. (N = 10) 66.2%</p> <p>1224-Ciencias de Computos (N = 4) 54.6%</p> <p>1624-Cienc. Soc. Concent. Psic. Industr. (N = 23) 67.8%</p> <p>0302-Admin. Empresas Concent. Contabilidad</p>	<ol style="list-style-type: none"> 1. 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. 2. English tutors will be asked to place more emphasis on explaining and providing practice on those reading comprehension areas where the students still need more instruction. 3. Students will continue using a textbook, along with its website, that

<p>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 with the purpose of motivating socio-cultural enrichment and improving the quality of life in the region it serves and all</p>	<p>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 Systems, Education, Communication, Computer Sciences, so that they may compete in the business world or pursue a graduate degree.</p>		<p>participate in said posttest.</p>	<p>(N = 16) 69.3%</p> <p>0305-Admin. Empresas Concent. Gerencia (N = 9) 62.8%</p> <p>0304-Admin. Empresas Concent. Finanzas (N = 2) 54.7%</p> <p>0311-Admin. Empresas Concent. Mercadeo (N = 2) 50%</p> <p>2015-Tecn. Ingenieria Quim. (N = 8) 70.7%</p> <p>1623-Cienc. Soc. Concent. Estud. Iberoamericanos (N = 10) 61.8%</p> <p>0448-Educ. Fisica Nivel Element. (N = 12) 56%</p> <p>4201-Tecn. Comunic. Tele-radial (N = 18) 63.3%</p> <p>2706-Cienc. Aplic. a Salud Animal (N = 6) 70.9%</p> <p>2404-Enfermeria (N = 11) 76.4%</p> <p>0318-Sistemas Oficina (N = 4) 64.1%</p> <p>0419-Educ. Elemental</p>	<p>explains and provides practice on those reading comprehension areas where the students still need more instruction. However, professors were asked to evaluate other textbooks for future use.</p> <p>4. Professors will meet to continue working on a textbook geared towards Basic English II (INGL 3102) students and their reading comprehension and writing needs.</p> <p>5. Professors will continue to revise the Basic English II (INGL 3102) Final Examination.</p>
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<p>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>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>(N = 7) 70.1%</p> <p>0703-Ciencias en Enfermeria (N = 1) 62.5%</p> <p>Otro (N = 113) 66.3%</p> <p>4. The pretest results revealed that students need practice on: a. identifying main ideas b. understanding critical thinking.</p> <p>* POSTTEST 1. Posttest Result: 78%</p> <p>2. In the posttest, the 70% objective was reached.</p> <p>3. The number of students (N) and percentages (%) per academic programs are:</p> <p>0419-Educ. Elemental (N = 7) 71.9%</p> <p>1224-Ciencias de Computos (N = 8) 78.0%</p> <p>1624-Cienc. Soc. Concent. Psic. Industr. (N = 15) 79.7%</p> <p>0302-Admin. Empresas Concent. Contabilidad (N = 6) 69.5%</p>	
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			<p>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: Posttest-Only 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: Post-Qualitative Questionnaires</p> <p>6. Sample: One (1) course section (M40)</p> <p>7. Number of Participants: 25 students</p>	<p>* The resume * Procedure memo</p> <p>4a. The posttest results revealed that students still need practice on the following specific areas: * Subject lines for direct and indirect messages * Direct pattern in the opening of direct messages * Graphic highlights and parallel constructions in the body of direct messages * Action closing in direct messages * Indirect pattern in the opening, body, and closing of application letters * Resume sections</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 still are, first, improving their oral communication skills, and secondly, improving their writing skills.</p>	<p>practice in those areas where the students need more instruction.</p> <p>2. Professors are still evaluating 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; thus, that textbook and website may be very useful for the courses that will substitute the INCO 3007 course.</p>
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		<p>4. After successfully completing INCO 3006, students will be able to perform at a satisfactory level in more advanced Business Communication courses in English, such as INCO 4008 or INCO 4006.</p>	<p style="text-align: center;"><u>INCO 3006</u></p> <p>1. Criteria: The students will demonstrate that they understand the concepts of business communication by approving a theory examination with 70% accuracy.</p> <p>2. Content: Fifty (50) items regarding information persuasive letters, negative news letters, the resume, the application letter, the information report, and the job interview</p> <p>3. Assessment Strategy: Posttest- Only 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: Post-Qualitative Questionnaire</p>	<p>1a. Posttest Result: 77.69%</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: * The job interview * The job application (cover) letter</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 still are, first, improving their writing skills, and secondly, improving their listening skills.</p> <p>2b. The students mentioned that the course helped them to improve their writing skills in order to compose correctly formatted business letters and resumes.</p>	<p>1. Professors teaching the course were instructed to place special emphasis on explaining and providing additional practice in those areas where the students need more instruction.</p> <p>2. Professors are still evaluating 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.</p>
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