University of Puerto Rico - Arecibo Campus
English Department
2007-2008 (Second Semester) Assessment Plan (Draft)

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May 29, 2008

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 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	*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 reading.	1. After successfully completing INGL 0060 students will be able to perform at a satisfactory level in the INGL 3101 course.	**INGL 0060** 1. Criteria The students will demonstrate their knowledge of basic communication skills in a posttest-only, objective exam with 70% accuracy. 2. Content Fifty (50) items assessing: a. Grammar - 48% which included: present (singular, plural, negative, yes/no questions), past tense (regular /irregular, negatives, and yes /no questions), and future tense (negative and yes/no questions) exercises. b. Reading Comprehension-52% which included: main idea, inferences, drawing conclusions, finding details,	1. Since the total average was 65%, the expected 70% average passing rate for the posttest was not met. 2. A detailed item analysis reveled that students performed poorly in: a. making inferences b. identifying main ideas	1. More emphasis will be given when teaching ad explaining main ideas and inferences next semester. 2. Changes will be made to the textbook for next semester. 3. The possibility of giving one extra exam that focuses exclusively on reading comprehension skills will be discussed.

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 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	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	2. After successfully completing INGL 3113, students will be able to perform at a satisfactory level in INGL 3114.	and vocabulary in context exercises. 3. Assessment Strategy Posttest-Only, Objective Instrument 4. Sample Eighty-eight (88) students **INGL 3114** 1. Criteria The students will demonstrate that they master listening comprehension skills through a series of objective instruments with 85% accuracy. 2. Content Two (2) tests and ten (10) quizzes were offered through the ELLIS software. Each test had forty (40) items, and each quiz had twenty five (25) items, divided into the following skills: pronunciation, communication, grammar, and vocabulary. 3. Assessment Strategy Objective tests and quizzes	1. The results were: Sample section 1: 24 students = 90% Sample section 2: 24 students = 92% Sample section 3: 27 students = 91 % Sample section 4: 25 students = 81% * Total average for the four (4) sample groups = 88.5% 2. The students' most problematic areas were: a. Grammar b. Communication	1. For next semester, professors will administer the placement exam at the beginning and end of the semester to have a more accurate assessment tool. 2. Professors will continue to use the ELLIS software. 3. The ELLIS software program provides a tutorial. Therefore, next semester, all students will be required to go through the tutorial before working on the exam to reinforce their grammar and communication skills.

contemporary society, as well as respect towards and enrichment from the cultural heritage as a legacy to future generations.	Department such as Business Administration, Office Systems, Education, Communication, Computer Science, 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.	3. After successfully completing INCO 3006, students will be able to perform at a satisfactory level in INCO 4006.	4. Sample Four (4) sections with a total of one hundred (100) students **INCO 3006** 1. Criteria The students will demonstrate that they understand advanced concepts of business communication by composing an indirect message with 70% accuracy. 2. Content Composing a persuasive letter 3. Assessment Strategy Pre/Posttest Writing Activity 4. Sample Two (2) course sections (LA0 / L15) 5. Number of Participants Pretest – 36 students Posttest – 21 students	1. The two (2) available sections were selected as a representative sample for the assessment activity. 2. a. The pretest results revealed the following: Mean: 1.17 Approximate Percentage Based on Rubric: 31% b. The posttest results revealed the following: Mean: 2.00 Approximate Percentage Based on Rubric: 60% c. Therefore, the 70% objective was not reached. 3. The t-test for dependent samples results revealed the following: a. $t = 4.20$ / p value $(=.000)$ $\leq$ chosen alpha level $(=.05)$ b. There is statistically significant difference between the pretest and	1. A new version of the textbook will be used in order to offer students the most up-to-date information, examples, and practice exercises regarding indirect business letters writing. 2. More time will be devoted to practice composing indirect business letters. 3. More examples of indirect business letters will be created by professors and explained in class, since students seemed to understand and enjoy the sample indirect business letters that the professor composed for them. 4. Since the committee suspects that the pre/posttests results are affected because it is very difficult fir students to compose a comprehensive

				posttest averages. 4. The results of the pretest and the posttest evidence a significant improvement in the achievement of students who took the course. Particularly, the comparison of pretest and posttest means, the comparison of pretest and posttest score percentages, and the *t*-test for dependent samples results all show increased averages at the end of the academic semester, after the students received the instruction.	indirect business letter in only one hour, next semester, the pre/post test will be administered to students who take the course in sections that meet at least 1 ½ hour two days a week. 5. Create and administer a qualitative assessment instrument, alongside the assessment quantitative instrument, in order to compare results and reach more accurate decisions to modify and/or improve the teaching methodology.